



South Dakota Head Start State Collaboration Office Needs Assessment

2013 – 2014 Survey Results



The goal of Head Start is to increase the social competence of children in low-income families and children with disabilities, and to improve their chances for school success.



FOREWORD AND ACKNOWLEDGMENTS

This report, entitled *South Dakota Head Start State Collaboration Office Needs Assessment, 2013-2014 Survey Results*, presents findings from a survey of staff and directors representing eight Region VIII and eight Region XI Head Start programs in South Dakota for the school year 2013-2014. The purpose of the survey was to gather information for a site-based assessment of Head Start programs with specific focus on cooperation, coordination, and collaboration within ten key activity areas: 1) health care, 2) children experiencing homelessness, 3) welfare/child welfare, 4) child care, 5) family literacy services, 6) children with disabilities and their families, 7) community services, 8) education, divided into 8a) partnerships with local education agencies, 8b) Head Start transition and alignment with K-12, 9) Head Start to Head Start transition, 10) professional development 11) funding. This report was prepared by Whippourwill Consulting, and is funded by the South Dakota Head Start – State Collaboration Office, South Dakota Department of Education, through a grant from the U.S. Department of Health and Human Services, Administration for Children and Families.

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Authors

Dr. Roger Wolff
Rayne Dosch

Contributors

Brenda Robertson

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INTRODUCTION

Overview of Head Start Program

Head Start is a “*national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.*” The program provides grants to local agencies, both public and private non-profit, who in turn provide services to economically disadvantaged children from birth to age five, expectant mothers, and families (<http://www.acf.hhs.gov/programs/ohs/about/>).

Since 1965, when it was a six-week summer program, funded by the Office of Economic Opportunity, Head Start has evolved into a complex, comprehensive program serving local communities in all the States, the Virgin Islands, Outer Pacific Islands, American Indian reservations and Migrants. The Department of Health and Human Services (HHS) is the umbrella organization at the Federal level for Head Start. Overall administrative responsibility for the Head Start program is vested in the Office of Head Start, an organizational component of the Administration on Children and Families (ACF). The Office of Head Start provides national leadership and carries out a variety of planning, policy setting, budgeting, and management functions.

Regional offices work with local programs on a day-to-day basis. Funding flows from the federal level to regional offices and then to local communities. Unlike some of HHS's other programs, there is no state agency through which the funding flows. Regional office specialists are responsible for negotiation and monitoring of local program grants in the states within their respective regions. All American Indian program grants are funded through Region XI in Washington DC. Responsibility for American Indian Head Start programs, whose grantees are primarily federally recognized American Indian tribes, rests with this regional office.

The remaining Head Start programs are responsible to 11 other regional offices. South Dakota is in Region VIII with its regional office located in Denver.

In South Dakota community members are offered Head Start services through 16 Head Start and nine Early Head Start programs (one grantee is headquartered in North Dakota). Ten percent of the enrollment must include children with disabilities or special needs. Agreements exist between Head Start and public schools to collaborate in providing services to special needs children and their families. Head Start programs are required to develop transition plans in collaboration with public schools.

Local communities plan programs that meet the needs of families unique to the area and are expected to match federal funding with 20 percent of local resources. All programs, however, adhere to the same basic philosophical principles that are:

- * A child benefits from a comprehensive program that encourages normal development and school readiness.
- * Parents are the primary educators of their children and must be involved directly in the program.
- * Children's well-being depends on the well-being of the entire family.
- * Partnerships with other community agencies and organizations are essential to meeting family needs.

The South Dakota Head Start State Collaboration Office, established in 1990, is the state's central point of contact between South Dakota Head Start programs and state agencies. Its purpose is to disseminate information about Head Start, assist in development of multi-agency and public/private partnerships between Head Start and the state, assist with interagency agreements for services and transitions from early childhood into the public schools, collaborate with other agency initiatives, and help build early childhood systems and access to comprehensive services for all low-income children.

A Comprehensive Child Development Program

Head Start is a comprehensive program that provides educational, nutritional, health and social services to preschool aged (3-5) children from low-income families. The program strengthens relationships within the family by encouraging parent involvement in all aspects of the program. Parents have a key role in Head Start because the program is based on the concept that parents are the prime educators of their children and encourages parent involvement in all aspects of a child's development and in the Head Start program itself. Head Start is designed to meet each child's individual needs by providing a self-paced approach to education. It also aims to meet the needs of the community served and its ethnic and cultural characteristics. Various program options: center based, home based, Early Head Start, combination center / home based, and school cooperative programs are available to families according to program resources and community needs.

Head Start Services

Head Start program quality and integrated services are structured under three major areas: Early Childhood Development and Health Services, Family and Community Partnerships, Program Design and Management.

Education

Children take part in a variety of learning experiences to help them develop socially, intellectually, physically, and emotionally. They are encouraged to express their feelings, to develop self-confidence, and gain the ability to get along with others. Educational curriculum is designed around developmental domains targeting school readiness.

Parent Involvement

Head Start's philosophy is that parents are the prime educators of their children. This concept is enhanced through parent education and planning and by encouraging parents to participate in making policy decisions, and to assist in classroom, home or other activities that increase self-confidence and family involvement.

Social Services

The social services component assists the family in its own efforts to improve the condition and quality of family life. Information about local agencies is provided to each family. The social services staff collaborates with and refers to other community agencies for assistance with education, employment, literacy, medical, psychological, special needs and other family needs.

Health

Head Start emphasizes the importance of early identification of health problems. The program provides an organized health plan that includes screening, growth assessment, vision, hearing, dental, immunizations and provides follow-up treatment for identified health problems. Parents are encouraged to become involved in the health care process relating to their child.

Nutrition

Nutritious lunches and snacks are served family style to children in the Head Start Program. An education program is planned to teach parents how to select healthy foods, prepare well-balanced meals, and obtain other community assistance when needed.

Mental Health

Head Start recognizes the importance of providing mental health and psychological services to children and families to encourage their emotional and social development. Area mental health professionals are available to the Head Start program to provide training to staff and services to parents and children.

Services to Children with Disabilities

Head Start believes that all children can benefit from early intervention and comprehensive evaluation and services. Staff members work closely with community agencies to provide the training materials and services to meet the special needs of the child and family. Services include professional diagnosis, referral to service providers and training for parents and staff to assure that the special needs of the child are met in every way possible.

Eligibility Guidelines

Head Start is an equal opportunity program. Participation in the program and its activities is without regard to race, color, religion, national origin, sex, age or disability.

Of the total Head Start enrollment, 90 percent must be children of families who meet federally regulated income guidelines determined by the Department of Health and Human Services. Ten percent of Head Start enrollment may be above income guidelines. Ten percent of Head Start enrollment must include children with disabilities. There is no fee for Head Start services. There may, however, be additional requirements for some programs such as living within Head Start service area or moving from an American Indian reservation. Parents are expected to volunteer time and talents.

In South Dakota, children must be three or four years old by September 1 to be considered for the Head Start Program. Families with infants and toddlers ages 0-3 and expectant parents who meet federally regulated income guidelines are eligible to participate in Early Head Start programs.

Center Based Head Start

Children are transported to a central location where they participate in developmentally appropriate activities in a classroom setting for 3.5 - 6 hours, four-five days a week, with usually no more than 20 other children and at least two staff members and one volunteer. Two meals or a meal and a snack are provided. Every child receives a variety of learning experiences in individual, small and large groups to foster intellectual, social, emotional and physical development. Children participate in indoor and outdoor play and are introduced to words and numbers. They are encouraged to express their feelings and to develop self-confidence and the ability to get along with others.

Generally one day a week is open for staff and parent meetings, training, home visits and special activities.

Home Based Head Start

A home visitor goes into the home weekly and helps parents provide for their children the same kinds of activities, experiences and services provided in the center-based program. Parents have the opportunity to meet and receive training during group meetings.

Early Head Start

Early Head Start programs serve families in South Dakota who have children 0-3 years of age and expectant parents. The four cornerstones of the Early Head Start programs are: Family Development,

Child Development, Staff Development and Community Based. Services are comprehensive, flexible, responsive, intensive, culturally appropriate, inclusive and build on community collaboration.

Combination Option

This option includes attendance by the children at a center for two or three days a week, with an additional weekly or bimonthly teacher led home visit. The services delivered are the same as each of the home based and center based options.

South Dakota Head Start Summary Data – 2011, 2012

Note: Data presented from the Annual Head Start Profile 2013, of the South Dakota Head Start Association, details data from the previous year, i.e. 2012 profile offers the data of 2011 as reported and 2013 profile reports 2012 data. Further noted, the data disclosed varies in the information that is collected and includes data from the 2011-2012 Head Start Program Information Report (PIR). Data from the North Dakota grantee are not included in this summary data table.

Table 1: South Dakota Head Start Summary Data – 2011, 2012

		YEAR	2012	2013
Total Funded Children Enrolled			5683	4,697
Children By Age	Under 1 year old		353	321
	1 year old		355	346
	2 years old		509	517
	3 years old		1,797	1,826
	4 years old		2,472	2,586
	5+ years old		197	20
Pregnant Women			105	83
Total Number Enrolled			5,788	5,699
Enrollment By Ethnicity	American Indian		2,892	2,841
	Asian		51	57
	African American/Black		200	183
	Hispanic/Latino		357	371
	Hawaiian/Pacific Islander		6	6
	White		2,095	2,122
	Bi/Multi-racial		470	442
	Unspecified and Other		47	48
Family Summary	2- Parent families		2,427	2,355
	Single parent families		2,808	2,687
	Total HS/EHS Families Enrolled		5,235	5,042

		YEAR	2012	2013
Employment – Single Parent Families	1 parent employed		1,537	1,505
	1 parent not employed		---	1,182
	1 parent in training/school		492	431
Employment – 2 Parent Families	2 parents employed		796	772
	At least 1 parent employed		1,242	1,126
	2 parents in training/school		126	116
	At least 1 parent in training/school		331	320
	2 parents not working		389	457
Federal Assistance	Families receiving TANF		626	534
	Families receiving SSI		305	371
Families with Partnership Agreements Receiving Services For:	Emergency intervention		841	602
	Housing assistance		523	502
	Mental health		286	324
	ESL training		119	53
	Adult education		330	265
	Job training		268	94
	Substance abuse prevention		515	23
	Child abuse/neglect		177	109
	Health education		2,890	2,925
	Incarcerated family member		77	28
	Parenting education		2,907	2,961
	Marriage education		81	21
	Domestic violence		73	21
Child support		160	171	
Program Staff and Volunteers	Total number of staff		1,223	1,172
	Persons providing volunteer services		6,413	7,007
WIC Services	Families receiving services		3,034	2,591
Substance Abuse Services for enrolled Pregnant Women	Substance Abuse Prevention and / or Treatment		70	84

		YEAR	2012	2013
Services for Pregnant Women	Prenatal and postpartum health care		142	156
	Mental health interventions and follow-up		6	6
	Parental education about fetal development		81	83
	Information on the benefits of breastfeeding		81	83
Homeless Services	Homeless families served		475	429
	Homeless children served		523	462
	Families acquiring housing		142	72
Health Insurance of Pregnant Women	Number of pregnant women with at least one type of insurance		102	81
	Number of pregnant women with no health insurance		3	2
Health Insurance of Children	Total number of children with health insurance at end of enrollment year		5,369	5,345
	Enrolled in combined CHIP/Medicaid program		4,709	4,664
	Number of children with private health insurance		461	467
	Other health insurance		199	214
	Number of children with no health insurance		314	271
Immunizations	Number of children up to date with all age appropriate immunizations at end of enrollment year.		5,312	4,879
	Number of children with all possible immunizations		195	132
Dental Home and Services	Number of children with continuous and accessible dental care		5,430	5,284
	Number of children receiving preventative dental care		3,707	3,338
	Diagnosed as needing dental treatment		1,146	996
	Have received or are receiving treatment		748	734
	Children 0-3 receiving dental examinations		969	857
	Children 3-5 who received dental exams		4,005	3,593

		YEAR	2012	2013
Father Involvement	Programs (HS and EHS) with regularly scheduled activities designed to involve fathers		19	20
	Number of children whose father participated in activities		1,769	1,850
Disability Determination	Children with an IEP/IFSP determined eligible prior to enrollment		225	417
	Children with an IEP/IFSP determined eligible during enrollment		321	332
	Number of children with an IEP/IFSP		546	743
	Number of children eligible for but not receiving IEP/IFSP services		2	2
Curriculum, Screening and Assessment	Newly enrolled children completing required screening within 45 days for development, sensory and behavioral concerns		3,583	3,394
	Children identified as needing a follow-up assessment or formal evaluation to determine if the child has a disability		294	262
Number of Children Diagnosed Who Have Received or Are Receiving Treatment	Overweight / Obese		1,275	1,513
	Vision problems		368	410
	High lead levels		37	6
	Diabetes		1	2
	Anemia		34	24
	Asthma		148	159
	Hearing difficulties		98	49
Mental Health Services and Referrals	Children for whom program staff consulted with MH professionals		561	706
	Children for whom program staff received 3+ consultations with MH professionals		166	213
	Children for whom parents received 3+ consultations with MH professionals		50	29
	Children receiving an individual mental health assessment		76	78
	Children referred to MH services outside of the HS program		96	68
	Children receiving MH services outside the HS program		88	50

Source: Annual Head Start Profile 2013; Annual Head Start Profile 2012: Head Start in South Dakota, South Dakota Head Start Association under contract with the South Dakota Head Start State Collaboration Office; 2012-2013 Head Start Program Information Report (PIR) survey Summary Report – State Level S.D.

South Dakota Head Start Programs

Within Region VIII are eight Head Start Program grantees. Some have multiple divisions that serve different segments of the population. Serving the American Indian/Alaskan Native population in South Dakota are eight grantees (one grantee located in North Dakota) under the jurisdiction of Region XI.

Areas served by the 16 grantees are outlined on the South Dakota Head Start Program map (see page 36). The 16 South Dakota Head Start grantees administer program services to children through 149 sites (see South Dakota Head Start Service Locations pages 16 - 32).

Summary Data of South Dakota Head Start Programs – 2013-2014

Table 2: Summary Data of South Dakota Head Start Programs

Region VIII Programs	Key – Head Start (HS), Early Head Start (EHS)
<p>TREC - Badlands Head Start 101 5th Ave. Belle Fourche, SD 57717 P: 605-723-8837 or 800-598-5859 Website: www.badlandshs.org</p>	Funded for services to 194 Children
	19 in Center Based HS
	96 in Home Based HS
	19 in Combination Home and Center Based HS
	60 in Home Based EHS
	Counties Served: Bennett, Shannon, Western Corson – HS; Harding, Perkins – HS & EHS; Butte - EHS
<p>Inter-lakes Community Action Head Start PO Box 268 Madison, SD 57042 P: 605-256-6518 or 800-896-4120 (HS) (EHS): 800-679-9717 Website: www.interlakescap.org</p>	Funded for services to 421 Children
	226 in Center Based HS
	23 in Home Based HS
	64 in Center Based EHS
	108 in Home Based EHS
	Counties Served: Brookings, Clark, Codington, Deuel, Grant, Hamlin, Kingsbury, Lake, Miner, Moody, – HS & EHS; McCook, entire Minnehaha – EHS; rural Minnehaha - HS
<p>Northeast South Dakota Head Start, Inc. 202 South Main Street, Ste. 617 Aberdeen, SD 57401 P: 605-229-4506 Website: www.nesdhs.org</p>	Funded for services to 380 Children
	380 in Center Based HS
	62 in Home Based HS
	Counties Served: Beadle, Brown, Campbell, Day, Edmunds, Faulk, Hand, Marshall, McPherson, Potter, Roberts, Spink, and Walworth - HS

<p>Oahe Child Development Center, Inc. PO Box 907 2307 E Capital Pierre, SD 57501 P: 605-224-6603 Website: www.oahechild.com</p>	Funded for services to 200 Children
	Counties Served: Hughes, Hyde, Jones, Mellette, Stanley, Sully - HS
<p>Sioux Falls Head Start 1101 N Western. Sioux Falls, SD 57104 P: 605-367-7950 F: 605-367-4364</p>	Funded for services to 414 Children
	414 in Center Based HS
	Counties Served: Sioux Falls School District which includes portions of Lincoln and Minnehaha
<p>South Central Child Development 401 Walnut St SW Wagner, SD 57380 P: 605-384-3683 or 877-384-3683 Website: www.sccdinc.com</p>	Funded for services to 375 Children
	203 in Center Based HS
	130 in Home Based HS
	43 in Combination Home and Center Based HS
	Counties Served: Aurora, Bon Homme, Brule, Buffalo, Charles Mix, Davison, Douglas, Gregory, Hanson, Hutchinson, Jerauld, Lyman, McCook, Sanborn, Tripp, Yankton
<p>University of SD Head Start and Early Head Start 414 East Clark 326 Julian Hall Vermillion, SD 57069 P: 605-677-5235 or 800-813-8132 F: 677-6597 Website: www.usd.edu/headstart</p>	Funded for services to 239 Children
	134 in Center Based HS
	11 in Home Based HS
	67 in Home Based EHS
	12 in Combination Home and Center Based HS
	Counties Served: Clay, Lincoln, Turner, Union
<p>Youth and Family Services- Head Start and Early Head Start PO Box 2813, 1920 Plaza Drive Rapid City 57709 P: 605-342-4195 or 800-568-0202 Website: www.youthandfamilyservices.org</p>	Funded for services to 644 Children
	306 in Center Based HS
	94 in Home Based HS
	55 in Home Based EHS
	76 in Combination Home and Center Based EHS
	73 in Full Day Full Year Center Based HS
	40 in Full Day Full Year Center Based EHS
Counties Served: Butte, Custer, Fall River, Haakon, Jackson, Lawrence, Meade, Pennington	

Region XI Programs

<p>Cheyenne River Sioux Tribe Head Start PO Box 590 Eagle Butte, SD 57625 P: 605-964-8710 Website: www.sioux.org</p>	Funded for services to 251 Children
	251 in Combination Home and Center Based HS
	Counties Served: Ziebach, Dewey
<p>Lower Brule Sioux Tribe Head Start PO Box 804 Lower Brule, SD 57548 P: 605-473-5520</p>	Funded for services to 60 Children
	60 in Center Based HS
	Counties Served: Lower Brule Sioux Tribe Reservation in Lyman County
<p>Oglala Lakota College Head Start/Early Head Start PO Box 490 490 Piya Wiconi Road Kyle SD 57752 P: 605-455-6000 Website: www.olc.edu</p>	Funded for services to 611 Children
	511 in Center Based HS
	100 in Center Based EHS
	Counties Served: Jackson, Bennett, Shannon
<p>Rosebud Sioux Tribe Head Start Program PO Box 836 Rosebud SD 57570-0836 P: 605-747-2391 Website: www.rosebudsiouxtribe-nsn.gov</p>	Funded for services to 315 Children
	315 in Center Based HS
	Counties Served: Mellette, Todd, Tripp
<p>Rural America Initiatives 919 Main Street, Suite 201 Rapid City SD 57701 P: 605-245-2185</p>	Funded for services to 243 Children
	Counties Served: Pennington, Buffalo
	Funded for services to 160 Children
	154 in Center Based HS
<p>Oyate of Lake Traverse Sisseton Wahpeton Sioux Tribe Head Start PO Box 749 Agency Village, SD 57262 P: 605-698-3103</p>	Counties Served: Day, Marshall, Roberts
	Funded for services to 332 Children
	257 in Center Based HS
<p>Standing Rock Sioux Tribe Head Start and Early Head Start P.O. Box 768 200 Proposal Avenue Fort Yates, ND 58538 (701) 854-7250 Website: www.headstart.standingrock.org</p>	22 in Center Based EHS
	53 in Home Based EHS
	County served: Corson, Sioux ND
	Funded for services to 36 Children
	36 in Center Based HS
<p>Yankton Sioux Tribe Head Start PO Box 248 Marty, SD 57361 P: 605-384-3423</p>	Counties Served: Charles Mix
	36 in Center Based HS

South Dakota Head Start Service Locations

Table 3: South Dakota Head Start Service Locations – There are 163 service locations.

	Head Start Service Location <i>* Listed Alphabetically</i>	Type of Program	Program Center
1	Aberdeen Center 200 S. Harrison St. Aberdeen, SD 57401-4318	Head Start	Northeast South Dakota Head Start Program, Inc. 200 South Harrison Street #1 Aberdeen, SD 57401-4747 (605) 229-4506
2	Adams 120 E Adams Street Rapid City, SD 57701	Head Start	Youth & Family Services 1920 Plaza Boulevard Rapid City, SD 57702-9345 (605) 342-4195
3	Adams 120 E Adams Street Rapid City, SD 57701	Early Head Start	Youth & Family Services 1920 Plaza Boulevard Rapid City, SD 57702-9354 (605) 342-4195
4	Allen Head Start Allen Road Allen, SD 57714	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
5	Anne Sullivan Elementary 3701 E 3rd Street Sioux Falls, SD 57103	Head Start	Sioux Falls Head Start 1101 North Western Avenue Sioux Falls, SD 57104-1200 (605) 367-7950
6	Antelope / Stephan Fallis 1003 E Omaha Street P.O. Box 836 Mission, SD 57555	American Indian/Alaskan Native Head Start	Rosebud Sioux Tribe Head Start Program BIA Route 1 Soldier Road Rosebud, SD 57570 (605) 747-2391
7	Badlands Head Start: Prenatal to Five - Belle Fourche 321 Summit St. Belle Fourche, SD 57717	Early Head Start	TREC - Badlands Early Head Start: Prenatal to Five 101 5th Avenue Belle Fourche, SD 57717 (605) 723-8837
8	Badlands Head Start: Prenatal to Five - Bison 507 1st Avenue W P.O. Box 81 Bison, SD 57620	Head Start	TREC - Badlands Early Head Start: Prenatal to Five 101 5th Avenue Belle Fourche, SD 57717 (605) 723-8837

9	Badlands Head Start: Prenatal to Five - Bison 507 1st Avenue W P.O. Box 81 Bison, SD 57620	Early Head Start	TREC - Badlands Early Head Start: Prenatal to Five 101 5th Avenue Belle Fourche, SD 57717-1139 (605) 723-8837
10	Badlands Head Start: Prenatal to Five - Buffalo PO Box 203 208 Ramsland St Buffalo, SD, 57720	Head Start	TREC - Badlands Early Head Start: Prenatal to Five 101 5th Avenue Belle Fourche, SD 57717-1139 (605) 723-8837
11	Badlands Head Start: Prenatal to Five - Buffalo PO Box 203 208 Ramsland St Buffalo, SD, 57720	Early Head Start	TREC - Badlands Early Head Start: Prenatal to Five 101 5th Avenue Belle Fourche, SD 57717-1139 (605) 723-8837
12	Badlands Head Start: Prenatal to Five - Kyle PO Box 406 Hwy 2 Lakota Prairie Ranch Resort Kyle, SD, 57752	Head Start	TREC - Badlands Early Head Start 101 5th Avenue Belle Fourche, SD 57717-1139 (605) 723-8837
13	Badlands Head Start: Prenatal to Five - Lemmon 902 1/2 W 5th Ave. Lemmon, SD 57638	Head Start	TREC - Badlands Early Head Start 101 5th Avenue Belle Fourche, SD 57717-1139 (605) 723-8837
14	Badlands Head Start: Prenatal to Five - Newell 618 Dartmouth Avenue Newell, SD 57760-2146	Early Head Start	TREC - Badlands Early Head Start 101 5th Avenue Belle Fourche, SD 57717-1139 (605) 723-8837
15	Baltic Center P.O. Box 309 Baltic, SD 57003	Head Start	Inter-Lakes Community Action Partnership 111 North Van Eps Avenue P.O. Box 268 Madison, SD 57042-2800 (605) 256-6518
16	Bear Soldier Center McLaughlin 320 3rd Ave. West McLaughlin, SD 57642	American Indian/Alaskan Native Head Start	Standing Rock Sioux Tribe, Head Start 200 Proposal Avenue Fort Yates, ND 58538 (701) 854-8408
17	Bear Soldier Home Base Center 320 3rd Ave. West Ehs Home Base Program Mc Laughlin, SD, 57642	American Indian/Alaskan Native Head Start	Standing Rock Sioux Tribe, Head Start 200 Proposal Avenue Fort Yates, ND 58538-0768 (701) 854-7250
18	Beresford Watch Puppy Depot 305 W. Oak Street Beresford, SD 57004	Head Start	The University of South Dakota Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235

19	Big Stone 655 Walnut Street Big Stone City, SD 57216-2146	Head Start	Inter-Lakes Community Action Partnership 111 N Van Eps Avenue Madison, SD 57042-0268 (605) 256-6518
20	Bonesteel 410 Birdsell St South Central Elementry School Bonesteel, SD, 57317	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683
21	Bridgewater Bridgewater Public School 510 N Main Bridgewater, SD, 57319	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683
22	Brookings Center United Methodist Church 625 5th Street Brookings, SD 57006	Head Start	Inter-Lakes Community Action Partnership 111 N Van Eps Avenue P.O. Box 268 Madison, SD 57042-2800 (605) 256-6518
23	Burke Burke Elm School 918 Washington Burke, SD, 57523	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683
24	Butte County 29 North 6th Ave Belle Fourche, SD, 57717	Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
25	Campbell / McPherson 706 9th Street Eureka, SD, 57437	Head Start	Northeast South Dakota Head Start Program, Inc. 200 S. Harrison, Suite 1 Aberdeen, SD 57401-4747 (605) 229-4506
26	Canton Head Start Center 724 N. Sanborn Canton, SD 57013	Head Start	The University of South Dakota Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235

27	Center for Children and Families 505 Stanford St Center for Children and Families Vermillion, SD, 57069	Head Start	The University of South Dakota Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235
28	Center for Children and Families 505 Stanford St Center for Children and Families Vermillion, SD, 57069	Early Head Start	The University of South Dakota Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235
29	Chamberlain Center 908 S Courtland Street Chamberlain, SD 57325-1620	Head Start	South Central Child Development, Inc. 401 Walnut Street, SW Wagner, SD 57380-9301 (605) 384-3683
30	Cherry Creek P.O. 590 Cherry Creek, SD 57626	American Indian/Alaskan Native Head Start	Cheyenne River Sioux Tribe Head Start Hwy 212 Green Building – Dupree St. Hwy 212 Green Building Eagle Butte, SD 57625-0590 (605) 964-8710
31	Clear Lake Center Deuel School P.O. Box 770 Clear Lake, SD 57226	Head Start	Inter-Lakes Community Action Partnership 111 N Van Eps Avenue P.O. Box 268 Madison, SD 57042-0268 (605) 256-6518
32	Cleveland Elementary 1000 S Edward Drive Sioux Falls, SD 57103-2932	Head Start	Sioux Falls Head Start 1101 N Western Avenue Sioux Falls, SD 57104-1200 (605) 367-7950
33	Corsica Corsica Elementary School 555 Main Street Corsica, SD, 57328	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683
34	Custer 527 Montgomery Street Custer, SD 57730-1528	Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57709-9354 (605) 342-4195
35	Dakota Valley Program 1150 Northshore Drive North Sioux City, SD 57049	Head Start	The University of South Dakota Head Start 414 E Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235

36	Douglas 421 Don Williams Drive Box Elder, SD 57719-9747	Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
37	Dupree P.O. Box 590 Dupree, SD 57623	American Indian/Alaskan Native Head Start	Cheyenne River Sioux Tribe Hwy 212 Green Building – Dupree St. Eagle Butte, SD 57625-0590 (605) 964-8710
38	Eagle Butte Box 590 Eagle Butte, SD 57625	American Indian/Alaskan Native Head Start	Cheyenne River Sioux Tribe P.O. Box 590 Eagle Butte, SD 57625-0590 (605) 964-8710
39	Edmunds / Pembroke Colony 318 2nd Ave Ipswich, SD, 57451 Head Start	Head Start	Northeast South Dakota Head Start Program, Inc. 200 S Harrison St., Suite 1 Aberdeen, SD 57401-4747 (605) 229-4506
40	Elder Trinity Episcopal Church 602 W 9th Street Winner, SD, 57580	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683
41	Elementary Immersion Center 2511 W Brookings St Sioux Falls, SD, 57104-1700	Head Start	Sioux Falls Head Start 1101 North Western Avenue Sioux Falls, SD 57104-1200 (605) 367-7950
42	Elk Point-Jefferson 402 S. Douglas Elk Point, SD 57025	Head Start	The University of South Dakota Head Start 414 E Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235
43	Enemy Swim Head Start P.O. Box 749 Waubay, SD 57273	American Indian/Alaskan Native Head Start	Sisseton Wahpeton Oyate of The Lake Traverse Reservation P.O. Box 509 45698 Veterans Memorial Drive Agency Village, SD 57262-8700 (605) 698-3103
44	Faulk / Potter / Hillside Colony / Brentwood Colony 102 5th Ave NW Tolstoy, SD, 57475	Head Start	Northeast South Dakota Head Start Program, Inc. 200 S.Harrison St., Suite 1 Aberdeen, SD 57401-4747 (605) 229-4506
45	Garfield Elementary School 2421 W 15th Street Sioux Falls, SD 57104-4400	Head Start	Sioux Falls Head Start 1101 N Western Avenue Sioux Falls, SD 57104-1200 (605) 367-7950

46	Garretson 505 2nd Street P.O. Box C Garretson, SD 57030-2146	Head Start	Inter-Lakes Community Action Partnership 111 N Van Eps Avenue P.O. Box 268 Madison, SD 57042-2800 (605) 256-6518
47	Gregory 505 Logan Ave Gregory Elementary School Gregory, SD, 57533	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683
48	Hand / Millerdale Colony 610 E 4th Ave Miller, SD, 57362	Head Start	Northeast South Dakota Head Start Program, Inc. 200 S Harrison Street, Suite 1 Aberdeen, SD 57401-4747 (605) 229-4506
49	Harrisburg Head Start Center P.O. Box 306 1101 Tom Sawyer Trail Harrisburg, SD 57032	Head Start	The University of South Dakota Head Start 414 E Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235
50	Harvey Dunn Eelementary 2400 S. Bahnson Ave. Sioux Falls, SD 57103	Head Start	Sioux Falls Head Start 1101 North Western Ave. Sioux Falls, SD 57104-1200 (605)367-7950
51	Hawthorne Elementary 601 N Spring Avenue Sioux Falls, SD 57104	Head Start	Sioux Falls Head Start 1101 N Western Avenue Sioux Falls, SD 57104-1200 (605) 367-7950
52	Hayward Elementary 400 N. Valley View Road Sioux Falls, SD 57107	Head Start	Sioux Falls Head Start 1101 N Western Avenue Sioux Falls, SD 57104-1200 (605) 367-7950
53	He Sapa Head Start Classroom 2710 Haines Ave Rapid City, SD 57701	American Indian/Alaskan Native Head Start	Rural American Initiatives 919 Main Street Suite 101 Rapid City, SD 57701 (605) 341-3339
54	Home Base Clay County 226 E Main St United Church of Christ Vermillion, SD, 57069	Early Head Start	The University of South Dakota Early Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235

55	Homebase Lincoln County 207 W. Elm Street Bright Beginnings Children's Center Beresford, SD, 57004	Early Head Start	The University of South Dakota Early Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235
56	Homebase Turner County 417 E 6th Ave St. Magdalen Catholic Church Lennox, SD, 57039	Head Start	The University of South Dakota Early Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235
57	Homebase Turner County 417 E 6th Ave St. Magdalen Catholic Church Lennox, SD, 57039	Early Head Start	The University of South Dakota Early Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235
58	Homebase Union County 402 Main Street St. Peter's Community Center Jefferson, SD, 57038	Early Head Start	The University of South Dakota Early Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235
59	Hot Springs 209 N River Street Hot Springs, SD 57747	Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
60	Hot Springs 209 N River Street Hot Springs, SD 57747	Early Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
61	Hughes HS 2307 East Capitol P.O. Box 907 P.O. Box 907 Pierre, SD 57501	Early Head Start	Oahe Child Development Center, Inc. 2307 E. Capitol Ave. P.O. Box 907 Pierre, SD 57501 (605) 224-6603
62	Hughes HS 2307 East Capitol Ave P.O. Box 907 P.O. Box 907 Pierre, SD 57501	Head Start	Oahe Child Development Center, Inc. 2307 E. Capitol Ave. P.O. Box 907 Pierre, SD 57501-3727 (605) 224-6603

63	Huron Center 705 Dakota Avenue N Huron, SD 57350	Head Start	Northeast South Dakota Head Start Program, Inc. 200 S Harrison Street, Suite 1 Aberdeen, SD 57401-4747 (605) 229-4506
64	Hyde County HS 215 W. 1st St. Highmore, SD, 57345	Head Start	Oahe Child Development Center, Inc. 2307 E. Capitol Ave. P.O. Box 907 Pierre, SD 57501-3727 (605) 224-6603
65	Hyde County HS 215 W. 1st St. Highmore, SD, 57345	Early Head Start	Oahe Child Development Center, Inc. 2307 E. Capitol Ave. P.O. Box 907 Pierre, SD 57501-3727 (605) 224-6603
66	Jackson Home Base Carnegie Library 109 Main Street West Wessington Springs, SD, 57382	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683
67	Jones County HS 306 Cleveland Murdo, SD 57559	Early Head Start	Oahe Child Development Center, Inc. 2307 E. Capitol Ave. P.O. Box 907 Pierre, SD 57501-3727 (605) 224-6603
68	Jones County HS 306 Cleveland Murdo, SD 57559	Head Start	Oahe Child Development Center, Inc. 2307 E. Capitol Ave. P.O. Box 907 Pierre, SD 57501-3727 (605) 224-6603
69	Kadoka 809 Main Street Kadoka, SD 57543	Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
70	Kadoka 809 Main Street Kadoka, SD 57543	Early Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
71	Kyle Head Start I & II 102 Main St. Kyle, SD 57752	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
72	Lake Andes 240 Pickstown Ave Lake Andes, SD 57356-2014	American Indian/Alaskan Native Head Start	Yankton Sioux Tribe Head Start Program P.O. Box 248 Marty, SD 57361-0248 (605) 384-3423

73	Lake Andes Center 1001 High St. Andes Central Elementary School Lake Andes, SD 57356	Head Start	South Central Child Development, Inc. 401 Walnut Street, SW Wagner, SD 57380-9301 (605) 384-3683
74	Lake County Early Head Start Home Base 311 S. Union Ave. P.O. Box 268 Madison, SD 57042	Early Head Start	Inter-Lakes Community Action Partnership 111 North Van Eps Avenue P.O. Box 268 Madison, SD 57042-0268 (605) 256-6518
75	Laura B. Anderson 1600 N Wayland Avenue Sioux Falls, SD 57103	Head Start	Sioux Falls Head Start 1101 N Western Avenue Sioux Falls, SD 57104-1200 (605) 367-7950
76	Lawrence County 236 W Jackson Blvd Ste 9 Spearfish, SD, 57783	Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
77	Lawrence County 236 W Jackson Blvd Ste 9 Spearfish, SD, 57783	Early Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
78	Lowell Elementary School 710 W 18th Street Sioux Falls, SD 57104-4724	Head Start	Sioux Falls Head Start 1101 N Western Avenue Sioux Falls, SD 57104-1200 (605) 367-7950
79	Lower Brule Sioux Head Start Memorial Building 301 Bullhead Street Lower Brule, SD 57548-0804	American Indian/Alaskan Native Head Start	Lower Brule Sioux Tribe 187 Oyate Circle Lower Brule, SD 57548-8500 (605) 473-5520
80	Madison Center 111 N Van Eps Ave P.O. Box 268 Madison, SD 57042-2800	Head Start	Inter-Lakes Community Action Partnership 111 North Van Eps Avenue P.O. Box 268 Madison, SD 57042-2800 (605) 256-6518
81	Manderson Early Head Start 109 School Campus Road Manderson, SD 57756	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
82	Manderson Head Start I & II 109 School Campus Road Manderson, SD 57756	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114

83	Marshall / Roberts 504 9th Avenue Britton, SD, 57430	Head Start	Northeast South Dakota Head Start Program, Inc. 202 South Main Street, Suite 617 Aberdeen, SD 57401-4114 (605) 229-4506
84	Martin Head Start I & II 122 Avenue Hwy 18 Martin, SD 57551-5901	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
85	Marty 602 Kids Corner Drive Marty, SD 57361	American Indian/Alaskan Native Head Start	Yankton Sioux Tribe Head Start Program 602 Kids Corner Drive Marty, SD 57361-0248 (605) 384-3423
86	McCook Central PO Box 310 Salem, SD, 57058.	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683
87	Meade County 2112 Dolan Creek Rd Sturgis, SD, 57785	Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
88	Meade County 2112 Dolan Creek Rd Sturgis, SD, 57785	Early Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
89	Mellette County HS 515 E. 8th Street White River, SD, 57579	Early Head Start	Oahe Child Development Center, Inc. 2307 East Capital Avenue P.O. Box 907 Pierre, SD 57501-3727 (605) 224-6603
90	Mellette County HS 515 E. 8th Street White River, SD, 57579	Head Start	Oahe Child Development Center, Inc. 2307 East Capital Avenue P.O. Box 907 Pierre, SD 57501-3727 (605) 224-6603
91	Mitchell Center 821 N Capital Street Mitchell, SD, 57301	Head Start	South Central Child Development, Inc. 401 Walnut Street, SW Wagner, SD 57380-9301 (605) 384-3683
92	Mobridge Center 601 E 4th Avenue Mobridge, SD 57601	Head Start	Northeast South Dakota Head Start Program, Inc. 2020 South Harrison Street, Suite 1 Aberdeen, SD 57401-4747 (605) 229-4506

93	Monroe 410 E Monroe Street Rapid City, SD, 57701-1424	Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
94	Monroe 410 E Monroe Street Rapid City, SD 57701	Early Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
95	Moody Center 600 W Community Dr. Flandreau, SD 57028-1005	Head Start	Inter-Lakes Community Action Partnership 111 N Van Eps Avenue P.O. Box 268 Madison, SD 57042-2800 (605) 256-6518
96	Moody Co. Early Head Start Home Base 112 E Pipestone Ave Flandreau, SD, 57028	Early Head Start	Inter-Lakes Community Action Partnership 111 N Van Eps Avenue P.O. Box 268 Madison, SD 57042-0268 (605) 256-6518
97	New Mission PO Box 836 1004 East Omaha St Mission, SD, 57555	American Indian/Alaskan Native Head Start	Rosebud Sioux Tribe Head Start Program BIA Route 1 Soldier Road P.O. Box 836 Rosebud, SD (605) 856-2391
97	Norris Main St. Rt. Side of Road PO Box 836 Norris, SD, 57560	American Indian/Alaskan Native Head Start	Rosebud Sioux Tribe Head Start Program BIA Route 1 Soldier Road P.O. Box 836 Rosebud, SD (605) 747-2391
99	Northern Home Base #1 601 4th St, Ste 108 Brookings, SD, 57006	Head Start	Inter-Lakes Community Action Partnership 111 North Van Eps Avenue P.O. Box 268 Madison, SD 57042-0268 (605) 747-2391
100	Northern Home Base #1 601 4th Street, Suite 108 Brookings, SD 57006-2047	Early Head Start	Inter-Lakes Community Action Partnership 111 N Van Eps Avenue P.O. Box 268 Madison, SD 57042-2800 (605) 256-6518

101	Northern Home Base #2 7 - 8th Avenue SE Watertown, SD 57201-4837	Early Head Start	Inter-Lakes Community Action Partnership 111 N Van Eps Avenue P.O. Box 268 Madison, SD 57042-2800 (605) 256-6518
102	Northern Home Base #2 7 8th Ave SE Watertown, SD, 57201	Early Head Start	Inter-Lakes Community Action Partnership 111 N Van Eps Avenue P.O. Box 268 Madison, SD 57042-0268 (605) 256-6518
103	Northwestern Center 221 3rd Street Mellette, SD, 57461	Head Start	Northeast South Dakota Head Start Program, Inc. 200 South Harrison Street, Suite 1 Aberdeen, SD 57401-4114 (605) 229-4747
104	Oglala Early Head Start Loneman School Campus Oglala, SD 57764	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
105	Oglala Head Start I & II 24 State Hwy Oglala, SD 57764	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
106	Parkston 102 S Chapman Dr Parkston Elementary School Parkston, SD, 57366	Head Start	South Central Child Development, Inc. 401 Walnut Street, SW Wagner, SD 57380-9301 (605) 384-3683
107	Parmelee 212 1st Street P.O. Box 836 Parmelee, SD, 57566	American Indian/Alaskan Native Head Start	Rosebud Sioux Tribe Head Start Program BIA Route 1 Soldier Road P.O. Box 836 Rosebud, SD 57570 (605) 747-2391
108	Pine Ridge Early Head Start 118 Sioux Drive Pine Ridge, SD 57770	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
109	Pine Ridge Head Start I-IX 118 Sioux Drive Pine Ridge, SD 57770	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114

110	Plaza 1920 N Plaza Blvd Rapid City, SD 57702-9354	Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
111	Plaza 1920 Plaza Blvd Rapid City, SD 57702	Early Head Start	Youth & Family Services 1920 Plaza Boulevard P.O. Box 2813 Rapid City, SD 57702-9354 (605) 342-4195
112	Porcupine Early Head Start 101 Main Street Preschool Drive Porcupine, SD 57772	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
113	Porcupine Head Start I & II 101 Main Street Preschool Drive Porcupine, SD 57772	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
114	R. F. Pettigrew Elementary 7900 W 53rd St. Sioux Falls, SD, 57106	Head Start	Sioux Falls Head Start 1101 North Western Avenue Sioux Falls, SD 57104-1200 (605) 367-7950
115	Radcliffe American Legion Post 301 S 4th Menno, SD, 57045	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683
116	Red Scaffold P.O. Box 590 Red Scaffold, SD 57626	American Indian/Alaskan Native Head Start	Cheyenne River Sioux Tribe Hwy 212 Green Building – Dupree St. Eagle Butte, SD 57625-0590 (605) 964-8710
117	Redfield Center 905 W 2nd Street Redfield, SD 57469-1508	Head Start	Northeast South Dakota Head Start Program, Inc. 200 South Harrison Street, Suite 1 Aberdeen, SD 57401-4747 (605) 229-4506
118	Rock Creek Center Rock Creek Head Start Center 6191 Tasunka Street Bullhead, SD 57621	American Indian/Alaskan Native Head Start	Standing Rock Sioux Tribe Head Start 200 Proposal Avenue P.O. Box 473 Fort Yates, ND 58538-0473 (701) 854-7250-8408
119	Rosebud PO Box 836 North Fair Grounds Rosebud, SD, 57570	American Indian/Alaskan Native Head Start	Rosebud Sioux Tribe Head Start Program BIA Route 1 Soldier Road P.O. Box 836 Rosebud, SD 57570 (605) 747-2391-8408

120	Running Antelope Center Running Antelope Head Start 7917 Pow-Wow Highway Little Eagle, SD 57648	American Indian/Alaskan Native Head Start	Standing Rock 0-5 Head Start Program 200 Proposal Avenue P.O. Box 768 Fort Yates, ND 58538-0768 (701) 854-7250
121	Rural America Initiatives Crow Creek Early Head Start 108 Burton Stepp Loop Ft. Thompson, SD 57339	American Indian/Alaskan Native Early Head Start	Rural America Initiatives 919 Main Street, Suite 101 Rapid City, SD 57701 (605) 341-3339
122	Rural America Initiatives Crow Creek Head Start 108 Burton Stepp Loop Ft. Thompson, SD 57339	American Indian/Alaskan Native Head Start	Rural America Initiatives 919 Main Street, Suite 101 Rapid City, SD 57701 (605) 341-3339
123	Rural America Initiatives Dakota Transitional Head Start 612 Crazy Horse Street Rapid City, SD 57701-0417	American Indian/Alaskan Native Head Start	Rural America Initiatives 919 Main Street, Suite 101 Rapid City, SD 57701 (605) 341-3339
125	Sioux Falls EHS Center 505 N Western Ave. Sioux Falls, SD 57104	Early Head Start	Inter Lakes Community Action Inc. 111 North Van Eps Ave. P.O. Box 268 Madison, SD 57042-0268 (605) 256-6518
126	Sisseton Center 515 E Ash Street Sisseton, SD 57262-2117	Head Start	Northeast South Dakota Head Start Program, Inc. 200 S Harrison Street, Suite 1 Aberdeen, SD 57401-4747 (605) 229-4506
127	Spring Valley Colony 23064 365th Ave Wessington Springs, SD, 57382	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683
128	St. Francis PO Box 836 West St. Francis Road Saint Francis, SD, 57572	American Indian/Alaskan Native Head Start	Rosebud Sioux Tribe Head Start Program BIA Route 1 Soldier Road P.O. Box 836 Rosebud, SD 57570 (605) 747-2391
129	Suelflow Plankinton Elementary 404 E Davenport Plankinton, SD, 57368	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683

130	SWO Head Start Program 45698 Veterans Memorial Dr Agency Village, SD, 57262	American Indian/Alaskan Native Head Start	Sisseton Wahpeton Oyate of The Lake Traverse Res P.O. Box 509 45698 Veterans Memorial Drive Agency Village, SD 57262-8700 (605) 698-3103
131	SWO Head Start Program 45698 Veterans Memorial Dr Agency Village, SD, 57262	American Indian/Alaskan Native Head Start	Sisseton Wahpeton Oyate of The Lake Traverse Res P.O. Box 509 45698 Veterans Memorial Drive Agency Village, SD 57262-8700 (605) 698-3103
132	Tea Head Start Center 131 N Poplar Ave Tea, SD, 57064	Head Start	The University of South Dakota Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235
133	Tea Head Start Center 131 N Poplar Ave Tea, SD, 57064	Early Head Start	The University of South Dakota Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235
134	Terry Redlin Elementary 1721 E Austin St Sioux Falls, SD, 57103	Head Start	Sioux Falls Head Start 1101 North Western Avenue Sioux Falls, SD 57104-1200 (605) 367-7950
135	Timber Lake P.O. Box 590 Timber Lake, SD, 57656	American Indian/Alaskan Native Head Start	Cheyenne River Sioux Tribe Head Start Hwy 212 Green Building – Dupree St. Hwy 212 Green Building Eagle Butte, SD 57625-0590 (605) 964-4155
136	USD Children’s Center 224 E. SD Hwy 50 Vermillion, SD 57069	Head Start	University of South Dakota Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069 (605)677-5235
137	Vermillion Austin 300 High St Vermillion, SD, 57069	Head Start	The University of South Dakota Head Start 414 East Clark Street 326 Julian Hall Vermillion, SD 57069-2307 (605) 677-5235

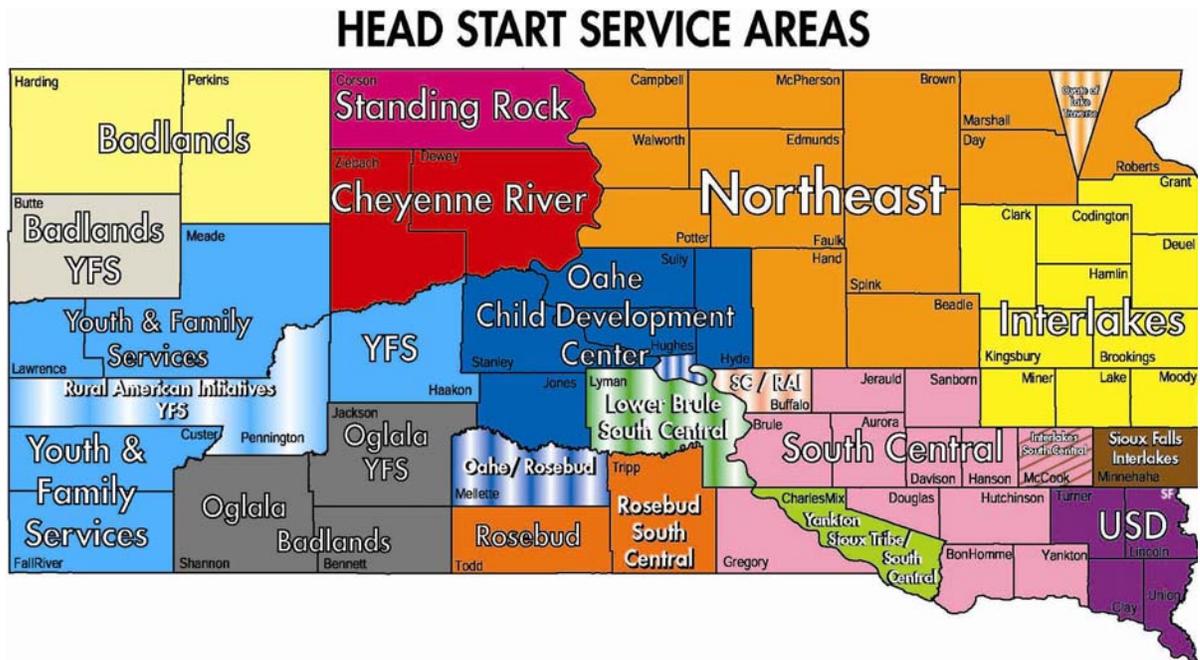
138	Wagner Center 101 Walnut Ave SW Wagner Community School Wagner, SD, 57380	Head Start	South Central Child Development, Inc. 401 Walnut Ave, SW Wagner, SD 57380-9301 (605) 384-3683 (605) 677-5235
139	Wakpala Center Wakpala Head Start 7419 Highway 1804 Wakpala, SD 57658	American Indian/Alaskan Native Head Start	Standing Rock 0-5 Sioux Tribe, Head Start 200 Proposal Avenue P.O. Box 473 Fort Yates, ND 58538-0473 (701) 854-7250
140	Wakpamni Head Start 124 Horse Creek Batesland, SD 57577	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
141	Wanblee Head Start I & II 15 Main Street Wanblee, SD 57577	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
142	Watertown Center 612 3rd Street NE Watertown, SD 57201	Head Start	Inter-Lakes Community Action Partnership 111 North Van Eps Avenue P.O. Box 268 Madison, SD 57042-2800 (605) 256-6518
143	Webster Center 616 Main Street Webster, SD 57274	Head Start	Northeast South Dakota Head Start Program, Inc. 200 S Harrison Street, Suite 1 Aberdeen, SD 57401-4747 (605) 229-4506
144	White Horse P.O. Box 590 Eagle Butte, SD 57625	American Indian/Alaskan Native Head Start	Cheyenne River Sioux Tribe Hwy 212 Green Building – Dupree St. Eagle Butte, SD 57625-0590 (605) 964-8710
145	White River P.O. Box 836 South Main St. (Swift Bear) White River, SD, 57579	American Indian/Alaskan Native Head Start	Rosebud Sioux Tribe Head Start Program BIA Route 1 Soldier Road P.O. Box 836 Rosebud, SD (605) 747-2391
146	Wilmot Center 800 Ordway Street Wilmot, SD, 57279	Head Start	Northeast South Dakota Head Start Program, Inc. 200 S Harrison Street, Suite 1 Aberdeen, SD 57401-4747 (605) 229-4506

147	Winner P.O. Box 836 Winner Housing Road Winner, SD, 57580	American Indian/Alaskan Native Head Start	Rosebud Sioux Tribe Head Start Program BIA Route 1 Soldier Road P.O. Box 836 Rosebud, SD 57570 (605) 747-2391
148	Wounded Knee Head Start I & II 100 Main Street Wounded Knee, SD 57752	American Indian/Alaskan Native Head Start	Oglala Lakota College 490 Piya Wiconi Road P.O. Box 490 Kyle, SD 57752-0490 (605) 455-6114
149	Yankton Center 807 Pine Street Yankton, SD 57078-3634	Head Start	South Central Child Development, Inc. 401 Walnut Street, SW Wagner, SD 57380-9301 (605) 384-3683

Source: US Department of Health and Human Services: Administration for Children & Families
<http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices#map-home>

South Dakota Head Start Service Locations

Map 1: South Dakota Head Start Service Locations



Source: South Dakota Head Start Association 2013 Profile Book - <http://www.sdheadstart.org/>

STUDY DESIGN

Study Objectives

The purpose of this survey was to collect data from Head Start program staff for a needs assessment of Head Start programs in South Dakota. The project is in response to changes in Federal statute P.L. 100-134 entitled Improving Head Start for School Readiness Act of 2007, and aligns with collaborative efforts of the National Office of Head Start. The goal of this survey was to conduct a site-based assessment of Head Start programs with specific focus on cooperation, coordination, and collaboration within nine key activity areas. These nine activity areas are: 1) health care services; 2) children experiencing homelessness; 3) welfare/child welfare; 4) child care services; 5) family literacy services; 6) services for children with disabilities; 7) community services; 8) education, divided into 8A) partnerships with local education agencies, 8B) Head Start transition and alignment with K-12, 9) Head Start to Head Start Transition; and 10) professional development. One additional area of study was added, 11) funding.

Survey Instrument

The original survey instrument was developed addressing the ten activity areas noted above and completed in the spring of 2008. The original survey instrument was designed in collaboration with the National Office of Head Start.

The current survey was developed from the 2013 survey with changes made reflecting identified needs from that survey. There were three main parts to the survey. First, data were gathered to identify the extent of involvement that each Head Start program has with various service providers and organizations by content area. A listing of possible agencies for interaction within each activity area was based on recommendations from the National Office of Head Start. A scale was developed to capture the range of involvement from “no working relationship” to a full “collaborative relationship.” The definitions of the range of involvement are as follows:

- **Collaboration** represents the greatest level of involvement in which the Head Start agency shares resources and/or has formal, written agreements with the various providers or organizations. Examples of collaboration include co-funded staff or building costs, joint grant funding for a new initiative or a Memorandum of Understanding (MOU) on transition.
- **Coordination** represents the next lower level of involvement, in which the Head Start agency works together on projects or activities with the various providers or organizations. Examples of coordination include parents from the service providers’ agency being invited to the Head Start agency’s parent education night or the service provider offering health screenings for the children at the Head Start agency’s site.
- **Cooperation** represents the lowest level of involvement, in which the Head Start agency exchanges information with the various providers or organizations. Examples of cooperation include making and receiving referrals.
- **No working relationship** represents no involvement between the Head Start agency and the various providers or organizations. They do not make referrals, do not work together on projects or activities and do not share information.

Second, information was obtained regarding the level of difficulty each program has had engaging in each of the variety of tasks associated with the respective activity areas. A 4-point scale was used to measure the level of difficulty that ranged from “not at all difficult” to “extremely difficult.”

Finally, open-ended questions were used to document any remaining concerns and to give respondents an opportunity to share insight about what is working well in their program. These open-ended questions were modified to be consistent for each activity area.

Methodology

In December 2013, the South Dakota Head Start State Collaboration Office Director contracted the services of Whippourwill Consulting to design, administer, and process the 2014 Needs Assessment survey.

The Needs Assessment survey was distributed to South Dakota Head Start Directors through SurveyMonkey.com, an online survey service, on February 5, 2014. Program Directors were informed via e-mail of the survey availability with instructions for accessing the survey via SurveyMonkey.com. Survey response deadline was February 21, 2014. On February 17, 2014 it was determined that additional time for responses was needed and the survey remained open for responses until March 3, 2014. Head Start program directors were given the option of completing a hardcopy paper survey and returning it to the South Dakota Head Start State Collaboration Office who would input the data on SurveyMonkey, one program director utilized this option.

The survey went to fifteen Head Start Grantees, eight Region VIII Programs and seven Region XI Programs serving American Indian/Alaskan Native populations on South Dakota reservations. Eleven programs responded to the survey, seven Region VIII Programs (88%) and four Region XI Programs (57%).

Table 4: Surveyed South Dakota Head Start Programs

Region VIII Surveyed Programs – Required	Region XI Surveyed Programs – Not Required
TREC - Badlands Head Start	Cheyenne River Sioux Tribe Head Start
Inter-lakes Community Action Head Start	Lower Brule Sioux Tribe Head Start
Northeast South Dakota Head Start	Yankton Sioux Tribe Head Start
Oahe Child Development Center, Inc.	Oglala Lakota College Head Start
Sioux Falls Head Start	Rosebud Sioux Tribe HS Program
South Central Child Development	Sisseton Wahpeton Head Start
University of SD-Pre Birth - 5	Rural America Initiatives
Youth and Family Services	

Table 5: Survey Responses by Key Activity Area

Key Activity Area	Response Rate / N = 15
1. Health Care Services	73% / N = 11
2. Services for Children Experiencing Homelessness	73% / N = 11
3. Welfare/Child Welfare	73% / N = 11
4. Child Care Services	73% / N = 11
5. Family Literacy Services	73% / N = 11
6. Services for Children with Disabilities	73% / N = 11
7. Community Services	73% / N = 11
8A. Partnerships with Local Education Agencies	73% / N = 11
8B. Head Start Transition and Alignment with K-12	73% / N = 11
9. Head Start to Head Start Transition	73% / N = 11
10. Professional Development	73% / N = 11
11. Funding	73% / N = 11

Survey Design Error

Category labels for Section 8A on the survey form differed from the instructions for that section. The discrepancy did not provide reliable responses for the survey report, which nullifies any interpretation.

Directions as per online survey:

8A.1. For each of the following items, please rate the level of difficulty you have had in the past, or may have as you coordinate activities with LEA's. Select one rating for each item.

Response Categories for as presented on the online survey.

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
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Survey Report

The survey is reported in table form. Each question of the survey is juxtaposed to the answer of the respondent.

2014 survey responses to each question are recoded for the purpose of comparing and contrasting changes during the past year. It must be noted that respondents to the survey, and or specific questions, may not be from the same program, or personnel during each year. No accurate longitudinal interpretation may be made per program.

Percentages used in this report are rounded to the closest percentage. Each question having the highest percentage response is highlighted. Where two responses have the same response percentage both are highlighted.

Open-ended responses are reported verbatim without editing.

SURVEY RESULTS

Key Activity Area 1: Health Care Services

Area 1: Involvement with health care

Table 6: Involvement with health care (NOTE: item 1.1.A. N = 10 responses)

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
1.1.A. Medical home* providers	0%	10%	42%	<u>40%</u>	33%	20%	25%	30%	0%	0%
1.1.B. Area or local agency(ies) providing mental health prevention and treatment services (e.g., S.D. Community Mental Health Centers, S.D. Substance Abuse Centers, etc.)	8%	9%	25%	<u>27%</u>	17%	18%	42%	45%	8%	0%
1.1.C. WIC (Women, Infants Children)	8%	9%	33%	<u>36%</u>	0%	18%	58%	<u>36%</u>	0%	0%
1.1.D. Other nutrition services (e.g., cooperative extension programs, university projects on nutrition, Harvest of the Month, I Grow... Program, Children in Nature, etc.)	25%	<u>27%</u>	8%	<u>27%</u>	33%	18%	33%	<u>27%</u>	0%	0%
1.1.E. S.D. Public health services (CHN, IHS, Urban Indian Health, FQHC Community Health Clinic)	0%	0%	18%	<u>36%</u>	46%	<u>36%</u>	36%	27%	0%	0%

Table 6: Continued: Involvement with health care

Area	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
1.1.F. Participates in Dakota Smiles Mobile Dental Program (e.g., Ronald McDonald Care Mobile, Smile Mobile, Circle of Smiles program, etc.)	42%	0%	8%	27%	17%	9%	33%	64%	0%	0%
1.1.G. S.D. Maternal, Infant & Early Childhood Home Visiting Program (MIECHV) (e.g., written MOU/MOA, referrals, services to same families)	-	45%	-	9%	-	9%	-	18%	-	18%

Table 7: Level of difficulty with tasks involving health care

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
1.2.A. Partnering with medical professionals on health-related issues (e.g., immunization records, Newborn Hearing screening, communicable diseases, safety, hygiene, etc.)	83%	64%	8%	27%	8%	9%	0%	0%	0%	0%
1.2.B. Linking children to dental homes that serve young children	42%	46%	33%	46%	17%	9%	8%	0%	0%	0%

Table 7: Continued: Level of difficulty with tasks involving health care

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
1.2.C. Partnering with oral health professionals on oral-health related issues (e.g., Health Services Advisory Committee, Collaborative Supervision, hygiene, education, etc.)	73%	64%	18%	36%	9%	0%	0%	0%	0%	0%
1.2.D. Assisting parents to communicate effectively with medical/dental providers	17%	45%	42%	45%	33%	9%	8%	0%	0%	0%
1.2.E. Sharing data/information on children/families served jointly by Head Start and other agencies re: health care (e.g., lead screening, nutrition reports, home-visit reports, etc.)	58%	64%	33%	36%	8%	0%	0%	0%	0%	0%

1.3. How often do agency staff members meet with local WIC offices (annually, 2 times, monthly, etc.)?	Annually
	None
	When needed
	Annually
	Annually and as needed
	Twice a year
	As often as needed
	Annually - perhaps three times a year if WIC staff participate in HSAC
	Invited to annual community partnership meetings and HSAC and see staff at different agency meetings and screenings (Child Protection, etc.)
	None
Annually and more as needed	

1.3D Comments:	Good working relationship.
	"Somewhat difficult" in partnering with medical professionals and oral health professionals - if they are on HSAC and do not attend meetings. "Somewhat difficult" in linking children to dental homes - some dental providers have reached Medicaid cap by this time of year - will take some new Medicaid patients if asked to directly from Head Start. List of Medicaid dental providers statewide is very helpful. "Not at all difficult" to assist parents to communicate effectively - we utilize lots of strategies for this - unfortunately, do not always see the results that we would like to. "Coordination" with WIC offices - will review our screening results and not duplicate services already received in Head Start.
	We have an MOA with WIC and do a lot of communication through email if need be.
1.4. Please describe any other issues or concerns you may have regarding health care for the children and families in your program.	Family follow-up on referrals or other health care needs
	Parents are hesitant to give permission for the lead screenings.
	Lack of transportation in all areas, lack of care in some rural areas
	Continue to have trouble with outlying areas obtaining blood level screens
	Concerns with medical providers not completing full EPSDT examinations (lead screenings). Some concern with dental providers not accepting new Medicaid patients.
	We have a good working relationship with the physicians at IHS. They do give us the information we require. The referrals for our hearing to the IHS ENT are a work in progress. They have been a little difficult to partner with us.
	There are NO dental health professionals in Harding and Perkins Counties. Also, many dentists are refusing more Medicaid patients.
1.5. What is working well in your efforts to address the health care needs of the children and families in your program? Which of these efforts do you think may be helpful to other programs?	Close communication with health providers
	Open communication and cooperation
	All other screenings seem to be working well. IHS is always willing to cooperate with the Head Start Program.
	Dental Care Mobile, Trauma Grant, Health Advisory Committee
	Great working relationships with medical providers. High quality screening equipment
	We received reports this year for children who were seen on the Dental Mobile - that is a positive. We rely on teamwork - parents and direct service staff (teachers and home visitors) given monthly reminders from health staff on children who are due, or past due for completion of health activities.

1.5. Continued: What is working well in your efforts to address the health care needs of the children and families in your program? Which of these efforts do you think may be helpful to other programs?	Good communication with front line office staff at clinics. Teamwork within program - home visitors and center teachers promotion and reminders - health staff give monthly reminders to parents and teachers and home visitors
	We are very thankful to the Circle of Smiles. Without them we would not be able to meet our deadlines. We do work well with the pediatricians at IHS. They are accommodating to our requirements of Head Start physicals.
	Establish a personal relationship with critical health and dental care providers.

Key Activity Area 2: Services for Children Experiencing Homelessness

Area 2: Involvement with children experiencing homelessness

Table 8: Involvement with children experiencing homelessness

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
2.1.A. School District McKinney-Vento liaison	50%	73%	25%	27%	8%	0%	17%	0%	0%	0%
2.1.B. Local agencies serving families experiencing homelessness (e.g.; S.D. Housing Alliance for Economic Security, etc.)	25%	45%	17%	27%	33%	18%	25%	9%	0%	0
2.1.C. School District Title I where funds are being used to support early care and education programs for children experiencing homelessness*	46%	64%	9%	18%	18%	9%	18%	0%	9%	9%

Table 9: Level of difficulty with tasks involving children experiencing homelessness

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
2.2.A. Aligning Head Start program definition of homelessness with McKinney-Vento Homeless Assistance Act	67%	<u>64%</u>	17%	18%	0%	0%	8%	9%	8%	9%
2.2.B. Implementing policies and procedures to ensure that children experiencing homelessness are identified and prioritized for enrollment	75%	<u>64%</u>	17%	18%	0%	18%	8%	0%	0%	0%
2.2.C. In coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness	40%	18%	50%	<u>27%</u>	0%	9%	10%	18%	0%	<u>27%</u>

2.3. If the local Head Start program has contact with the school district homeless liaisons please explain how and with what frequency.	Partnerships with agencies need to be formed
	No contact exists
	n/a
	We do know who the person is; however, very little contact.
	Contact with info as needed and they do the same
	Annual meetings with school districts - often building principal or SPED director is homeless liaison - so discussion held with them at that time. Program has not sought out any direct contact with homeless liaisons during 2013.
	We have Memorandums of Agreement with all Homeless Liaisons at all schools.

Comments:	None
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2.4. Please describe any other issues or concerns you may have regarding services for children and families in your program experiencing homelessness.	Need to establish partnerships
	Housing of course and family support is absent
	none
	Working with the school district, availability of appropriate housing
	Some districts report that there are no homeless children in their district
	Services for homeless families concentrated in urban areas, less access to support services in rural areas. Seeing more families "doubled up" - living with friends and families than in previous years.
	Services for families experiencing homeless more concentrated in urban areas - not in small communities - program seeing more instances of families doubled-up
	The schools have improved with regards to designating a homeless liaison contact.

2.5. What is working well in your efforts to address the housing needs of the children and families in your program who are experiencing homelessness? Which of these efforts do you think may be helpful to other programs?	Homeless families being served in collaboration with HeartlandHouse in Sioux Falls.
	Referrals to resources
	Community agreements with housing depts. (SWA, Bechtold and Sunrise Apts)
	Most children have extended families.
	Assisting parents in being advocates for their children
	Project Connect
	Due to the culture here, the majority of the people who would be considered homeless do not claim they are homeless. We are working with our Family Service Workers to educate parents and families about what homelessness is.
	MOAs as they formalize the relationship.

Key Activity Area 3: Welfare/Child Welfare

Area 3: involvement with welfare/child welfare

Table 10: Involvement with family/child assistance

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
3.1.A. Employment & Training and Labor services agencies	8%	27%	58%	36%	17%	36%	17%	0%	0%	0%
3.1.B. Economic and Community Development Councils	67%	45%	25%	36%	0%	9%	8%	0%	0%	9%
3.1.C. Child Welfare agency (Child Protection)	0%	0%	33%	18%	25%	36%	42%	45%	0%	0%
3.1.D. Common Sense Parenting Classes offered by the Division of Child Protection Services in S.D. Department of Social Services	25%	27%	42%	36%	25%	18%	8%	18%	0%	0%

Table 11: Level of difficulty with tasks involving family/child assistance

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
3.2.A. Working together to target recruitment to families receiving TANF, Employment and Training, and related support services	67%	64%	33%	27%	0%	9%	0%	0%	0%	0%

Table 11: Continued: Level of difficulty with tasks involving family/child assistance:

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
3.2.B. Implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment	83%	<u>91%</u>	17%	9%	0%	0%	0%	0%	0%	0%
3.2.C. Establishing and implementing local interagency partnerships agreements regarding family/child assistance services	42%	<u>36%</u>	25%	<u>36%</u>	17%	0%	8%	9%	8%	18%
3.2.D. Exchanging information on roles & resources with other service providers regarding family/child assistance services	75%	<u>45%</u>	8%	<u>45%</u>	17%	9%	0%	0%	0%	0%
3.3. Does your Head Start program have direct contact with local Economic Development Councils? If yes, please explain how and frequency.	No (4 respondents)									
	na									
	None									
	Not specifically, the ones we work with are listed under comments below									
	We are part of many community councils but not specifically with the local Economic Development Council that I am aware of.									
Comments:	Ours is a Tribal Government.									
	Bank One, Consumer Credit Counseling of the Black Hills, Black Hill Home Connect									

<p>3.4. Please describe any other issues or concerns you may have regarding the welfare/child welfare (family/child assistance) needs of the children and families in your program.</p>	None
	Transportation, affordable & appropriate child care, quality housing, full-time jobs
	We don't have any local interagency partnership agreements in place specifically regarding family/child assistance services - but if sought them out, we have strong partnerships so do not anticipate it would be a problem.
	DSS does not have child services here; we work with the tribal child protection service.
	There remains a quantitative and qualitative lack of social services in many rural counties.
<p>3.5. What is working well in your efforts to address the welfare/child welfare (family/child assistance) needs of children and families in your program, which of these efforts do you think may be helpful to other programs?</p>	The agency has funding for Homeless Prevention that our Head Start families can utilize if they qualify. The agency has many other programs that our families can qualify for such as weatherization, furnace replacement, garden projects, food pantry, self-help housing, etc.
	Community agreements with DSS, BIA Social Services
	The efforts of all concerned.
	Provide transportation when we can, provide requested training, refer to appropriate services, Financial Literacy classes
	Head Start program staff serve on county child protection and domestic violence councils. We are a training site for job placement for TANF workers.
	Head Start staff members of county child protection teams and domestic violence councils. Joint sponsorship of training on child protection.
	MOAs and direct relationships.

Key Activity Area 4: Child Care Services

Area 4: Involvement with child care services

Table 12: Involvement with child care

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N = 12	N=11	N=12	N=11
4.1.A. State agency for Child Care Services in S.D. Department of Social Services	25%	45%	33%	18%	8%	9%	25%	27%	8%	0%
4.1.B. Regional ECE (Early Childhood Enrichment) Centers	33%	36%	8%	27%	17%	0%	17%	18%	25%	18%
4.1.C. Local child care programs providing full-year, full-working day services	17%	9%	50%	36%	0%	18%	25%	36%	8%	0%
4.1.C1. Center Base	17%	9%	33%	36%	8%	18%	25%	27%	17%	9%
4.1.C2. Group/Family	33%	27%	25%	27%	0%	18%	17%	9%	25%	18%
4.1.C3. In-Home (Regulated /Non-Regulated)	42%	27%	25%	36%	0%	9%	8%	9%	25%	18%

Table 13: Level of difficulty with tasks involving child care

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
4.2.A. Establishing linkages/partnerships with child care providers	25%	<u>36%</u>	33%	9%	8%	27%	17%	18%	17%	9%
4.2.B. Assisting families to access full-day, full year services	25%	<u>36%</u>	25%	18%	17%	18%	8%	18%	25%	9%
4.2.C. Aligning policies and practices with other service providers	33%	9%	17%	<u>64%</u>	0%	0%	25%	18%	25%	9%
4.2.D. Sharing data/information with parent permission on children that are jointly served (assessments, outcomes, etc.)	25%	<u>45%</u>	33%	<u>45%</u>	8%	0%	8%	9%	25%	0%
4.2.E. Exchanging information on roles and resources with other providers/organizations regarding child care and community needs assessment	25%	<u>45%</u>	42%	36%	0%	9%	17%	0%	17%	9%

4.3. Does your Head Start have contracts with child care providers to provide full day / full year services? If yes how many children are served?	No (4 respondents)
	Yes (2 respondents)
	na
	None
	We have own Full Day/Full Year services. We have 73 Head Start slots and 40 EHS slots.
	No, SCCD, Incl sponsors Family and Group Family Day Care Providers to the USDA food program
	Yes, with two non-profit childcare centers in one community.
4.4. Please describe any full day/full year services provided by your program.	We have a full day/full year center that serves 64 children
	na
	None
	Only during school hours.
	We have 7 Preschool classrooms and 5 Early Head Start Classrooms. The preschool classrooms are mixed with Head Start and non-Head Start children. The Infant/Toddler classrooms are all Early Head Start
	None
	None directly
4.5. Does your Head Start program collaborate with local Child Care programs? If yes, please describe how you collaborate and the frequency of the collaborations?	No (3 respondents)
	na
	Transitions 3 times per year, staff trainings, CACFP training, events they are invited
	We have Tribal daycare.
	We invite them to our trainings and have had some attend these trainings. We have invited local child care programs to meetings with us to discuss collaborating, but we have not had any interested local programs.
	We work to provide daycare provider names to head start staff and parents.
	Strongest in two of 15 school districts - one district collaborate to host child find screening and in another district work with local childcare programs to put on an event for next year's eligible kindergarten children as a part of transition services.
	Yes. Invite them to training and coordinate transportation from centers to daycare providers.

Comments:	Work well together.
	Other than our childcare partners providing Full Day Full Year services - the program has not taken steps in 2013 to align policies and procedures or discuss school readiness goals with childcare providers.
4.6. Please describe any other issues or concerns you may have regarding access to child care services and resources.	Lack of childcare in lake Andes and Marty
	None
	none
	Limited quality Infant/Toddler Care
	Some communities have few child care sresvices or providers
	Some families' difficulty in finding early morning care.
4.7. What is working well in your efforts to address the child care needs of the children and families in your program? Which of these efforts do you think may be helpful to other programs?	Local daycare distributes transition invites to the age eligible families
	Our tribal daycare.
	Assistance with Child Care Assisting, have own billing system
	Networking with other agencies, providers referring providers, working with licensing specialists at the state level- all of these would be helpful to other programs.
	We distribute lists of childcare providers to families who request it and include information on licensed providers in our resource directory.
	Improvement in resource directory to add more childcare providers

Key Activity Area 5: Family Literacy Services

Area 5: Involvement with family literacy services

Table 14: Involvement with family literacy services

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
5.1.A. South Dakota Dept. of Ed Title I, Part A Family Literacy	50%	<u>55%</u>	0%	9%	17%	18%	25%	9%	8%	9%
5.1.B. Employment and Training programs	25%	18%	33%	<u>55%</u>	17%	9%	17%	18%	8%	0%
5.1.C. Adult Literacy Education services	17%	27%	50%	<u>55%</u>	17%	0%	8%	18%	0%	0%
5.1.D. Services to promote parent/child literacy interactions	8%	27%	17%	18%	42%	9%	25%	<u>45%</u>	8%	0%
5.1.E. Parent education for family literacy programs/services (e.g. libraries)	8%	18%	25%	<u>27%</u>	42%	<u>27%</u>	17%	<u>27%</u>	8%	0%
5.1.F. Providers of services for children and families who are English Language Learners (ELL)	17%	18%	17%	<u>45%</u>	33%	18%	17%	9%	17%	9%
5.1.G. Local School District Title I Coordinator	42%	<u>36%</u>	8%	9%	25%	<u>36%</u>	25%	18%	0%	0%

Table 15: Level of difficulty with tasks involving family literacy services

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
5.2.A. Recruiting families to Family Literacy Services	17%	0%	50%	55%	8%	36%	17%	9%	8%	0%
5.2.B. Educating others (e.g., parents, the community) about the importance of family literacy	33%	18%	50%	64%	8%	18%	0%	0%	8%	0%
5.2.C. Establishing linkages/partnerships with key literacy providers	33%	9%	33%	64%	25%	27%	0%	0%	8%	0%
5.2.D Accessing early literacy materials for use with families (e.g.; age appropriate books, culturally representative book, Center for Early Learning and Literacy (CELL) on line resource etc.)	-	55%	-	27%	-	9%	-	9%	-	0%

5.3. How many families participate in your Head Start program family literacy activities annually?	All
	20
	50% of Head Start families, Literacy training, bi-weekly at home literacy activities.
	Very few.
	All of are enrolled children participate in some type of literacy activities. These include home visits, Book Nights, Fatherhood Events, parent trainings, Literacy InKind activities, etc. We currently have 473 Head Start and 171 Early Head Start slots.
	200
	Over 50%
	50% of families (in-kind, home visits, literacy events)
	50
	148

5.4. Describe local agencies/programs providing family literacy in your communities.	SD Public Broadcasting provides books for each child. Public libraries provide story time for the children
	na
	none
	Book Bag Program, Book Nights Events, Public Library, Literacy council of the Black Hills, Public Television, GED programs
	The Right Turn, Rawlins Library
	Local libraries School District programming SDPB Ready to Learn book distribution
	Some school districts provide activity nights - libraries have summer reading programs, librarians come into HS classrooms,
	Woksapi Tipi (OLC Library)
	Sinte Gleska University works well with Head Start Program. Sicangu Nation Employment provides GED job training for parents
5.5. How many family literacy events/activities does your program offer annually?	Parent training activities at parent meetings. Kiwanis books for children, Kiwanis buys books for the children to check out and take home.
	4
	Bi-weekly literacy activities sent to parents - literacy info provided to parents by head Start managers.
	one
	4-6 Events and we send Literacy InKind at Least monthly to families during the year
	At least 4
	From three to five annually
	Six to seven
	two
6	
Comments:	Creating family involvement is difficult
	"somewhat difficult" as attendance at family literacy events/activities has been low.

5.6. Please describe any other issues or concerns you may have regarding family literacy services and resources.	book cost/funds/to purchase materials
	Would like more collaboration from state agencies with literacy services and also local agencies and school dismissal
	We do need assistance.
	Assisting parents who can not read
	Literacy continues to the domain area where children are not where we would like them to be at the end of the program year - need family and community support to make impact in this area.
	Attendance at program sponsored events is low.
5.7. What is working well in your efforts to address the literacy needs of the families in your program? Which of these efforts do you think may be helpful to other programs?	Parent activities concerning literacy; provision of books for the home through PBS and Kiwanis
	in kind of used books (s) by other agencies
	We address family literacy needs through referrals to agencies and Head Start Ed. Managers forward literacy information to our Head Start parents.
	We are having difficulty in this area but are working on it.
	Helping parents understand the importance of reading. Our Book Night Events have been very successful.
	Partnership with Ready to Learn SDPB book project
	We have probably 2,000 books that we are distributing.

Key Activity Area 6: Services for Children With Disabilities

Area 6: Involvement with children with disabilities

Table 16: Involvement with children with disabilities and their families

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
6.1.A. Local Part B/619 providers	0%	9%	0%	0%	23%	27%	64%	64%	9%	0%
6.1.B. Local Part C providers	8%	9%	8%	0%	16%	36%	58%	55%	8%	0%
6.1.C. University/community college programs/services related to children with disabilities (e.g., University Centers for Excellence on Disability/others)	25%	9%	50%	64%	8%	18%	8%	9%	8%	0%
6.1.D. Non-Head Start councils, committees or work groups that address policy/program issues regarding children with disabilities (e.g., Local Interagency Coordinating Council, preschool special education work/advisory group, SD Parent Connections, etc.)	0%	45%	58%	27%	25%	9%	8%	18%	8%	0%

Table 17: Level of difficulty with tasks involving children with disabilities and their families (NOTE: item 6.2.D. N = 10 responses)

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
6.2.A. Obtaining timely evaluations of children	42%	<u>36%</u>	25%	<u>36%</u>	17%	18%	17%	9%	0%	0%
6.2.B. Having staff attend IEP or IFSP meetings	67%	<u>54%</u>	25%	45%	17%	0%	17%	0%	0%	0%
6.2.C. Coordinating services with Part C providers	50%	<u>73%</u>	42%	27%	0%	0%	0%	0%	8%	0%
6.2.D. Coordinating services with Part B/619 providers	67%	<u>60%</u>	33%	30%	0%	0%	0%	10%	0%	0%
6.2.E. Sharing data/information on jointly served children (assessments, outcomes, etc.)	67%	<u>45%</u>	33%	<u>45%</u>	0%	9%	0%	0%	0%	0%
6.2.F. Exchanging information on roles and resources with other providers/ organizations regarding services for children with disabilities and their families	67%	<u>64%</u>	25%	27%	8%	0%	0%	9%	0%	0%

Comments:	Our local LEA is very helpful.
	"somewhat difficult" - sometimes late notice provided for IFSP/IEP meetings - in select areas only "somewhat difficult" for parents to be reached by Part B or Part C staff to sign permission to evaluate - affects timeliness of evaluations from our original referral date.

	Our difficulties are primarily with a LEA's staff person and with tribal schools being overwhelmed by numbers so timeliness is an issue.
6.3. Please describe any other issues or concerns you may have regarding services for children with disabilities and their families.	The length of time from the referral to actually receiving services.
	Length of time (process) that it takes by 1 our LEAs - receiving records of services
	Working more on behavior issues have been a priority
	none
	Using RtI may sometimes result in a child not being evaluated in a timely manner
	It takes a while to get the information sent to us. We have to ask a couple of times for records and reports.
	Continues to be difficult to maintain support for integrated classrooms - due to funding/staffing/program philosophies/beliefs/new administration/quality concerns
6.4. What is working well in your efforts to address the needs of children with disabilities in your program? Which of these efforts do you think may be helpful to other programs?	none at this time
	Data tracking or Child PLus
	We have a good working relationship.
	Rapid City collaboration with Early Intervention
	Our integrated Head Start classrooms (Head Start and School District special education preschool programs) work well. Actively involved in child find screenings in each community.
	Head Start staff participation in child find screenings Use of technology to receive reports and share information

Key Activity Area 7: Community Services

Area 7: Involvement with Community Services

Table 18: Involvement with community services

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
7.1.A. Providers of emergency services for large-scale emergency plans	8%	<u>36%</u>	25%	<u>36%</u>	50%	<u>27%</u>	8%	<u>0%</u>	8%	<u>0%</u>
7.1.B. Providing Food Assistance	8%	<u>9%</u>	8%	<u>9%</u>	58%	<u>64%</u>	17%	<u>18%</u>	8%	<u>0</u>
7.1.C. Providing Energy Assistance	8%	<u>9%</u>	42%	<u>45%</u>	33%	<u>36%</u>	8%	<u>9%</u>	8%	<u>0%</u>
7.1.D. Providing Housing Assistance	8%	<u>9%</u>	50%	<u>45%</u>	33%	<u>36%</u>	0%	<u>9%</u>	8%	<u>0%</u>
7.1.E. Community Action Agencies	9%	<u>18%</u>	36%	<u>36%</u>	36%	<u>36%</u>	9%	<u>9%</u>	9%	<u>0%</u>
7.1.F. Public Transportation	17%	<u>27%</u>	42%	<u>9%</u>	25%	<u>55%</u>	0%	<u>9%</u>	17%	<u>0%</u>

Table 19: Level of difficulty with tasks involving community services (NOTE: item 7.2.I N = 10 responses)

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
7.2.A. Partnering with service providers on outreach activities for eligible families	46%	36%	27%	45%	9%	9%	9%	9%	9%	0%
7.2.B. Obtaining in-kind community services for the children/families in your program	17%	9%	75%	36%	8%	36%	0%	0%	0%	18%
7.2.C. Providing Food Assistance	58%	45%	25%	45%	0%	9%	17%	0%	0%	0%
7.2.D. Providing Energy Assistance	58%	36%	17%	55%	8%	9%	17%	0%	0%	0%
7.2.E. Providing Housing Assistance	46%	36%	46%	45%	0%	0%	9%	18%	0%	0%
7.2.F. Providing Clothing Assistance	50%	45%	25%	45%	8%	0%	17%	9%	0%	0%
7.2.G. Legal Services	17%	9%	25%	45%	42%	18%	17%	18%	0%	9%
7.2.H. Public Transportation	17%	27%	33%	45%	8%	9%	25%	9%	17%	9%
7.2.I Supports for military families	-	20%	-	40%	-	10%	-	0%	-	30%

Comments:	Our Tribal Government provides some services.
	Local transportation agency sought feedback and worked together to arrive at transportation solution in one community.

7.3. Please describe any other issues or concerns you may have regarding community services for the families (including military families) in your program.	Not a lot of military families in our program
	None
	Sometimes difficult to coordinate
	We do not have good public transportation systems in place
	"somewhat difficult" with legal services and public transportation as not all communities have services available and easily accessible to families. We did not have any military families we sought support for in 2013. We did not ask any new community agency to in-kind their time for services in 2013
Families have difficulty accessing public transportation due to availability, cost, scheduling.	

7.4. What is working well in your efforts to address the community services needs of the families (including military families) in your program? Which of these efforts do you think may be helpful to other programs?	None
	Utilizing our tribal government services is helpful
	Share resources that assist with children/families coping with seperation
	Staff support distribution of weekend food backpack program - pick up and get to Head Start families Program hosts annual community partnership meetings and staff in one community attend monthly community partnership meeting.
	When asked, agencies generous to support families - strong connections with local agencies

Key Activity Area 8A: Partnerships With Local Education Agencies

Area 8A: Involvement with partnerships with local education agencies

Table 20: Involvement with education – publicly funded Pre-K partnership development

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
8A.1.A. Educational activities, curricular objectives and instruction	33%	<u>27%</u>	33%	<u>27%</u>	0%	18%	33%	<u>27%</u>	0%	0%
8A.1.B. Information, dissemination and access for families contacting Head Start or other preschool program	17%	<u>36%</u>	42%	18%	0%	27%	27%	18%	0%	0%
8A.1.C. Selection priorities for eligible children served	8%	<u>55%</u>	42%	18%	17%	9%	25%	18%	8%	0%
8A.1.D. Service areas	17%	<u>27%</u>	50%	<u>36%</u>	0%	18%	33%	18%	0%	0%
8A.1.E. Staff training, including opportunities for joint staff training	18%	<u>27%</u>	55%	<u>27%</u>	27%	18%	0%	<u>27%</u>	0%	0%
8A.1.F. Provision of services to meet needs of working parents, as applicable	33%	<u>27%</u>	42%	<u>36%</u>	17%	18%	8%	18%	0%	0%

Table 20 Continued: Involvement with education – publicly funded Pre-K partnership development

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
8A.1.G. Provision and use of facilities, transportation, etc.	17%	27%	33%	36%	17%	18%	25%	18%	8%	0%
8A.1.H. Sharing and aligning School Readiness goals.	8%	27%	42%	27%	25%	18%	17%	27%	8%	0%

Written Agreements With LEAs	
8A.2.A. How many school districts are in your service area?	36
	2
	5
	3
	17
	6
	41
	15
	12
	7 LEAs and 10 Tribal Schools

8A.2.B. How many agreements do you have with the school districts in your service area?	36
	2
	One overall agreement
	3
	17
	6
	41
	15
	4

Training Activities With LEAs	
8A.3.A. What current training activities are taking place with LEAs?	none
	common core standards
	Transition process - White River Disabilities, CDA - SGU - Disabilities with Todd County
	Autism training
	Rt I, Standards, Appropriate Activities for Speech/Language Development
	School Readiness, Transition, Child Abuse and Neglect training
	Offering training to contracted school districts (contracted to provide Head Start services) staff where we partner for services
	We hosted a Creative Curriculum training and had district and LEA staff present from multiple communities and districts We hosted a training from the Black Hills Advocacy center and had staff present from multiple communities and districts
	None
	Limited. Primarily around transitions.
8A.3.B. Are common training activities mutually beneficial? If so how?	?
	Yes, keep us on same track, activity opportunities
	Yes the benefits for staff and children in the area of child development.
	Yes, keep everyone involved.
	Yes, learn expectation of school district child is entering.
	Yes- a great way to share resources
	Shared agency outcomes/training
	Yes, particularly to support our integrated programming and develop new potential partnerships and to continue work on School Readiness goals.
Comments:	Good working relationship.
	The questions under 8A1, I ranked the level of difficulty with most of the responses being " Not Difficult at all". The titles are wrong on that question, so please don't count them as "No Working Relationship" like the title states.
	we do not have information from some school districts in our service area regarding expectations for kindergarten entry or qualifications for junior kindergarten.

8A.4. Please describe any other issues or concerns you may have regarding partnership development with Local Educational Agencies in your service areas.	We need to work more closely on assessments they expect our kids to do
	Dual enrollment
	None.
	Not all of the school districts have the same expectation.
8A.5. What is working well in your efforts to develop partnerships with Local Education Agencies managing pre-k programs in your service areas? Which of these efforts do you think may be helpful to other programs?	School district collaborations with four school districts.
	we work with our LEA on school readiness
	Transition, information sharing on IEPs health, behaviors and Child Development.
	Having the LEA's work directly with the students at the centers.
	Collaboration with Early Intervention in our classrooms
	We have good working relationships with our LEA's which helps to develop our partnerships.
	Meeting in person with district staff as often as possible.

Key Activity Area 8B: Head Start Transition and Alignment with K-12

Area 8B: Involvement with Head Start transition and alignment with K-12

Table 21: Involvement with education – Head Start transition and alignment with K-12

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/ agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
8B.1.A. Relationship with Local Education Agencies (LEAs) regarding transition from Head Start to kindergarten	0%	0%	17%	18%	50%	45%	33%	36%	0%	0%

Table 22: Level of difficulty with tasks involving education – Head Start transition and alignment

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
8B.2.A. Coordinating with LEAs to implement systematic procedures for transferring Head Start program records to school	58%	<u>82%</u>	25%	18%	17%	0%	0%	0%	0%	0%
8B.2.B. Ongoing communication with LEAs to facilitate coordination of programs (including teachers, social workers, McKinney Vento liaisons, etc.)	35%	<u>64%</u>	42%	27%	25%	0%	0%	9%	0%	0%
8B.2.C. Establishing and implementing comprehensive transition policies and procedures with LEAs	25%	<u>73%</u>	50%	18%	25%	9%	0%	0%	0%	0%
8B.2.D. Linking LEA and Head Start services relating to language, numeracy and literacy	25%	<u>55%</u>	50%	18%	25%	9%	0%	0%	0%	18%
8B.2.E. Aligning LEA and Head Start curricula and assessments with Head Start Child Outcomes Framework	42%	45%	33%	<u>55%</u>	25%	0%	0%	0%	0%	0%
8B.2.F. Aligning Head Start curricula with South Dakota Early Learning Guidelines	75%	<u>82%</u>	17%	18%	8%	0%	0%	0%	0%	0%

Table 22 Continued: Level of difficulty with tasks involving education – Head Start transition and alignment (NOTE: item 8B.2.H. N = 10 responses)

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
8B.2.G. Partnering with LEAs and parents to assist individual children/families to transition to school, including review of portfolio/records	42%	<u>64%</u>	33%	27%	25%	9%	0%	0%	0%	0%
8B.2.H. Coordinating transportation with LEAs	42%	<u>70%</u>	42%	10%	0%	10%	8%	0%	8%	10%
8B.2.I. Coordinating shared use of facilities with LEAs	33%	<u>64%</u>	42%	18%	8%	9%	17%	0%	0%	9%
8B.2.J. Conducting joint outreach to parents and LEA to discuss needs of children entering kindergarten	33%	<u>73%</u>	42%	18%	17%	0%	8%	9%	0%	0%
8B.2.K. Establish policies and procedures with LEAs that support children's transition to school	42%	<u>55%</u>	33%	27%	17%	9%	8%	0%	0%	9%
8B.2.L. Exchanging information with LEAs on roles, resources and regulations	50%	<u>55%</u>	25%	45%	25%	0%	0%	0%	0%	0%
8B.2.M. Aligning curricula and assessment practices reflective of school readiness goals with LEAs	33%	27%	42%	<u>55%</u>	25%	9%	0%	9%	0%	0%
8B.2.N. Organizing and participating in joint training, including transition-related training for school staff and Head Start staff	9%	36%	55%	<u>45%</u>	18%	9%	18%	9%	0%	0%

8B.3. How many referrals were made to LEAs, or other education programs by your H.S. program?	32
	1
	45 were at risk, 38 IEP students
	50
	47
	4
	24 referrals
	32 referrals made to Part B and Part C programming. We didn't track how many over-income families on our waiting list were referred to district or other educational programs preschools.
	183
	22
8B.4. How many referrals were made by LEAs or other education programs to your local Head Start Program?	18
	1
	1
	25
	9
	10
	6
	This is not something we track - however, I believe we have strong relationships and written interagency agreements with each school district - so no concerns exist regarding lack of referrals.
	This information we do not currently track, but have good working relationships
	10
7	
Comments:	Schools that we collaborate with are not difficult to work with at all. Other school districts are somewhat difficult in providing information sharing with us.
	One requesting for a child to remain in Head Start
	Good working relationship

8B.5. Please describe any other issues or concerns you may have regarding Head Start transition and alignment with K-12 for the children and families in your program.	would like to work more on alignment
	none
	Parental involvement.
	Trying to coordinate different expectations of the various school districts we work with
	Just an area we need to continue to devote time too in meeting with school districts.
Program does not yet have expectations for children for kindergarten entry from all districts. Some concerns Head Start children "flagged" for junior kindergarten.	

8B.6. In your efforts to address the education/Head Start transition to school needs of the children and families in your program, what is working well? Which of these efforts do you think may be helpful to other programs?	Working with the kindergarten teachers
	Visiting school several times before they actually attend is working well
	Sharing Head Start school readiness goals with LEAs and parents.
	The MOU with the BIE.
	Kindergarten Visits with various schools,
Meeting with districts, district staff presenting at parent meetings	

Key Activity Area 9: Head Start To Head Start Transition

Area 9: Involvement with other Head Start programs

Table 23: Involvement with Head Start to Head Start Transition

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
9.1.A. Relationship with other Head Start Agencies regarding transition from Head Start to Head Start	8%	9%	50%	18%	8%	55%	33%	18%	0%	0%

Table 24: Level of difficulty with tasks involving Head Start to Head Start transition

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
9.2.A. Ongoing communication with other Head Start agencies to facilitate coordination of programs	83%	<u>73%</u>	8%	9%	0%	9%	8%	9%	0%	0%
9.2.B. Establishing and implementing comprehensive transition policies and procedures with other Head Start agencies	58%	<u>45%</u>	33%	9%	0%	9%	8%	9%	0%	27%
9.2.C. Aligning Head Start agencies, Head Start curricula and assessments with Head Start Child Development and Early Learning Framework and School Readiness Goals	67%	<u>36%</u>	25%	<u>36%</u>	0%	0%	8%	9%	0%	18%
9.2.D. Partnering with other Head Start agencies and parents to assist individual children/families to transition to another Head Start program, including review of portfolio/records	64%	<u>55%</u>	18%	27%	0%	0%	9%	9%	9%	9%
9.2.E. Coordinating shared use of facilities with other Head Start agencies	33%	<u>45%</u>	17%	0%	8%	0%	8%	9%	33%	<u>45%</u>

Table 24 Continued: Level of difficulty with tasks involving Head Start to Head Start transition (NOTE: 9.2.D. = 11 responses)

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
9.2.F. Coordinating with other Head Start agencies regarding support services for children and families	58%	73%	25%	18%	0%	0%	8%	9%	8%	0%
9.2.G. Exchanging information with other Head Start agencies on roles, resources and regulations	83%	82%	8%	9%	0%	0%	8%	9%	0%	0%
9.2.H. Organizing and participating in joint training, including transition-related training for staff and other Head Start staff	58%	73%	33%	18%	0%	0%	8%	9%	0%	0%

Comments:	Good cooperation with other Head Start Programs
	9.2B and 9.2C - although we have seen information at a statewide level and had director and education meeting - haven't taken the steps to establish transition policies and procedures and align SR goals with each other's programs

9.3. Please describe any other issues or concerns you may have regarding Head Start transition and alignment with other Head Start programs for the children and families in your program.	We could work more closely with other head starts in our area
	None
	Acquiring records.
	Not always in agreement of what information can/can't be shared

9.4. In your efforts to address Head Start to other Head Start transition needs of the children and families in your program, what is working well? Which of these efforts do you think may be helpful to other programs?	All Head Start agencies work well together
	we share schools
	The relationship between the school districts and head start works extremely well
	cooperation
	Joint trainings with TA, good relationship building
	Staff have formal and informal contact with staff from other programs.
Shared training opportunities work well.	

Key Activity Area 10: Professional Development

Area 10: Involvement with professional development

Table 25: Involvement with professional development

Category	No Working Relationship (little/no contact)		Cooperation (exchange info/referrals)		Coordination (work together)		Collaboration (share resources/agreements)		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
10.1.A. Institutions of Higher Education (4 year)	8%	0%	33%	27%	33%	27%	25%	45%	0%	0%
10.1.B. Institutions of Higher Education (less than 4 year, e.g., Technical Institutes, community colleges, etc.)	8%	0%	33%	45%	33%	27%	8%	27%	17%	0%
10.1.C. On-line courses/programs	42%	27%	25%	55%	17%	18%	17%	0%	0%	0%
10.1.D. Department of Social Services, Child Care Services Early Childhood Enrichment Services (ECE)	25%	18%	58%	36%	17%	36%	0%	9%	0%	0%
10.1.E. Head Start T & TA Network	0%	0%	0%	18%	42%	36%	58%	45%	0%	0%
10.1.F. Non Head Start T & TA networks (regional, state, community)	25%	0%	17%	55%	50%	27%	8%	0%	0%	18%
10.1.G. Service providers/organizations offering relevant training/TA cross-training opportunities	8%	0%	33%	45%	50%	55%	8%	0%	0%	0%
10.1.H. S.D. Department of Social Services Child Care Services Pathways for Professional Development Career Lattice System.	42%	27%	25%	36%	25%	18%	8%	18%	0%	0%

Table 26: Level of difficulty with tasks involving professional development

Area	Not at All Difficult		Somewhat Difficult		Difficult		Extremely Difficult		NA	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11	N=12	N=11
10.2.A. Transferring credits between public institutions of learning	25%	27%	25%	27%	17%	0%	0%	9%	33%	36%
10.2.B. Accessing early childhood education degree programs in the community	33%	64%	33%	9%	8%	0%	17%	18%	8%	9%
10.2.C. Accessing scholarships and other financial support for professional development programs/activities	8%	55%	58%	18%	17%	18%	8%	9%	8%	0%
10.2.D. Accessing on-line professional development opportunities (e.g., availability of equipment, internet connection, etc.)	42%	55%	42%	27%	8%	9%	0%	9%	8%	0%
10.2.E. Accessing CDA (Child Development Association) programs	50%	64%	17%	27%	8%	9%	0%	8%	25%	0%
10.2.F. Accessing South Dakota DOE Teacher Certification and Accreditation System	50%	73%	17%	27%	17%	0%	0%	0%	17%	0%

10.3. How many of your education staff need training for each of the following qualifications?	CDA	None
		14
		3
		3
		3
		4
		2 are enrolled in training at this time
		2
	AA	Two that are now taking classes
		15
		10
		0
		0
		0
		1
	Baccalaureate or advanced Degree in Early Childhood Education	4
		2
		5
		0
		0
		2
		0
		1
		1
	Have a Baccalaureate or advanced degree, but need coursework equivalent to a major relating to early childhood education	One
		0
		0
		0
2		
0		
2		

10.4. Please describe your training needs or problems for teachers in regard to meeting the new staff qualifications? CDA – AA - 4-Year Degree - Other (Be Specific)	All have met or are meeting
	one currently working on four year funding for one more ece classes
	CDA - employees completing the process AA - employees completing classes 4-year degree - once they receive degrees after 3 years they move to school districts Other - We have a collaborative agreement with SGU
	Some teachers with AA's are not willing to further their education.
	CDA Council is sometimes difficult to reach, No college offers ECE degree in our area
	Access to ECE degrees through on-line coursework. Teachers are very isolated from urban services.
10.5. Please describe your training needs or problems for educational assistants in regard to meeting the new staff qualifications?	aa - funding 4 year funding
	CDA - See above Other - Staff leave the program (reasons not passing drug tests, not fulfilling career development policy, higher paying job, personal reasons
	CDA training has not been offered by our provider for 2 years.
	Need scholarships for CDA, Need local college to provide Early Childhood degree
	The Right Turn will only hold a CDA class if they have 6 or more participants. It is very difficult for our teacher aides if they don't have classes at The Right Turn, because they don't have anyone guiding them through the process. We have tried to have some teacher assistants get their CDA via an on-line program and they are unable to do so on their own.
Comments:	Not having a problem
	We could use assistance in helping students pay for their education
	More funding could be utilized for staff development.
10.6. Please describe any other issues or concerns you may have regarding professional development activities and resources.	More opportunities would be nice
	To be made aware of opportunities that State Head Start offers to tribal programs
	More funding for staff development.
	Our biggest issue is that we do not have a college nearby that offers an ECE degree. Also, with the addition of on-line ECE degrees, I think we need to look at standards that are acceptable.

10.7. What is working well in your efforts to address the professional development needs of your staff? Which of these efforts do you think may be helpful to other programs?	Collaboration agreement with SGU, SGU/Head Start grant for teaching staff, Professional Development policy and plans and tracking system of staff academic status.
	Our local college offers course work for our employees pursuing an ECH degree.
	Training money available for staff. Staff fill out Training Needs Assessment every year,
	It works well when The Right Turn hold CDA classes.
	Using more technology in professional development
	Program using more technology for professional development

Key Activity Area 11: Funding

Area 11: Funding

11.1. What additional funding is used to provide direct services to enrolled children and families (examples – grants for programs, etc.)?	CANS - state food program, United Way
	CACFP, JOM, Infant and Toddler, Lakota preservation
	CANS, BIE
	USDA, donations, CANS, Child Care Assistance, Wellmark Grant, CACFP, Feeding South Dakota
	USDA, United Way
	Receive reimbursement from child and adult nutrition food program
	USDA Food Program
	ELCA Hunger Relief grant and CACFP.

11.2. What is the number of children/parents served with funds other than Head Start Grant monies (please explain)?	Other children in our collaboration programs - 28
	315
	251
	0
	200
	0
	The majority of our families fall below the poverty guidelines and are eligible for free and reduced meals.

11.3. What is the average number on the waiting list for your Head Start program?	52 - EHS 50 - HS
	60 families
	15
	75
	10
	45
	Head Start - 55 Early Head Start - 20
	40
	0-2 IE-130% and 7-12 OI

Comments:	None
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11.4. Please describe any other issues or concerns you may have regarding funding.	Not enough funding for quality programming
	not enough to cover our needs.
	Additional funding is always helpful. We need new buildings.
	Sequestration
	That it is not stable
	Lack of stability of funding has been difficult. Attracting and retaining high quality teachers and home visitors challenging due to pay.

11.5. What is working well in your efforts to address the funding of your program? Which of these efforts do you think may be helpful to other programs?	CANS, Bureau of Indian Education
	Additional grants that we apply for.

TRENDS AND RECOMMENDATIONS

Trends regarding level of involvement Head Start agencies have with providers/organizations

Respondents were asked to rate the extent of their involvement (no working relationship, cooperation, coordination, or collaboration) during the past 12 months with several providers/organizations across ten activity areas.

There are several providers/organizations across the key activity areas with at least $\approx 22\%$ of the respondents indicating that Head Start agencies have no working relationship, meaning there is no contact or very little contact (see Tables). The percentages recorded reflect rounded percentages based on different survey response N per area (see Table 5).

Tables reflect differences in data from 2010, 2011, 2012, 2013 and 2014. Since different individuals and or programs may have answered the surveys no relationships may be assumed. Survey areas items that were not included in one or more of the years, 2010, 2011, 2012, 2013 or 2014, are identified with (-) and no data were available for that year. Those survey areas items that had fewer than 22% No Working Relationship responses are identified with (<22%).

Table 27: Responses indicating No Working Relationship with agencies or organizations. Percentages reflect 22% or more of respondents.

Category	Provider/Organization	% 2010	% 2011	% 2012	% 2013	% 2014
Area 1: Health Care Services	State agency(ies) providing mental health prevention and treatment services	$\approx 33\%$	$\approx 31\%$	<23%	<22%	<22%
	Other nutrition services (e.g., cooperative extension programs, university projects on nutrition, Healthy South Dakota, etc.)	<22%	<22%	$\approx 27\%$	$\approx 25\%$	$\approx 27\%$
	Participates in Ronald McDonald Care Dental Services	- No Data	- No Data	- No Data	$\approx 50\%$	- No Data
	S.D. Maternal, Infant & Early Childhood Home Visiting Program (MIECHV) (e.g., written MOU/MOA, referrals, services to same families)	- No Data	- No Data	- No Data	- No Data	$\approx 45\%$
Area 2: Services for Children Experiencing Homelessness	Local McKinney Vento liaison (School District)	$\approx 59\%$	$\approx 46\%$	$\approx 36\%$	$\approx 50\%$	$\approx 73\%$
	Local agencies serving families experiencing homelessness	$\approx 42\%$	$\approx 23\%$	<22%	$\approx 25\%$	$\approx 45\%$
	Title I Director, if Title I funds are being used to support early care and education programs for children experiencing homelessness	$\approx 50\%$	$\approx 39\%$	$\approx 36\%$	$\approx 46\%$	$\approx 64\%$

Table 27 Continued: Responses indicating No Working Relationship with agencies or organizations. Percentages reflect 22% or more of respondents.

Category	Provider/Organization	% 2010	% 2011	% 2012	% 2013	% 2014
Area 3: Welfare/Child Welfare	Employment & Training and Labor services agencies	≈33%	<22%	≈36%	<22%	≈27%
	Economic and Community Development Councils	≈58%	≈31%	≈55%	≈67%	≈45%
	Common Sense Parenting Classes offered by the Division of Child Protection Services in S.D. Department of Social Services	- No Data	- No Data	- No Data	≈25%	≈27%
Area 4: Child Care Services	State agency for Child Care Services in S.D. Department of Social Services	<22%	≈39%	<22%	≈25%	≈45%
	Early Childhood Enrichment Centers	<22%	≈23%	<22%	≈33%	≈36%
	Local child care programs for full-year, full-day services	<22%	≈23%	≈27%	<22%	<22%
	Center Based	<22%	≈23%	≈27%	<22%	<22%
	Group/Family	≈25%	≈31%	≈36%	≈33%	≈27%
	In-Home (Regulated/Non-regulated)	≈25%	≈39%	≈55%	≈42%	≈27%
Area 5: Family Literacy Services	Title I, Part A Family Literacy (South Dakota Dept. of Ed.)	≈58%	≈39%	≈55%	≈50%	≈55%
	Employment and Training programs	<22%	≈23%	≈27%	≈25%	<22%
	Adult Education	≈25%	<22%	≈27%	<22%	≈27%
	Services to promote parent/child literacy interactions	<22%	≈23%	<22%	<22%	≈27%
	Providers of services for children and families who are English Language Learners (ELL)	≈25%	≈23%	≈27%	<22%	<22%
	Local School District Title I Coordinator	- No Data	- No Data	≈46%	≈42%	≈36%
	South Dakota Parent Involvement Conference	- No Data	- No Data	≈27%	≈33%	- No Data

Table 27 Continued: Responses indicating No Working Relationship with agencies or organizations. Percentages reflect 22% or more of respondents.

Category	Provider/Organization	% 2010	% 2011	% 2012	% 2013	% 2014
Area 6: Services for Children With Disabilities	University/community college programs/services related to children with disabilities (e.g., University Centers for Excellence on Disability/others)	≈30%	≈31%	≈36%	≈25%	<22%
	Non-Head Start councils, committees or work groups that address policy/program issues regarding children with disabilities (e.g., Local Interagency Coordinating Council, preschool special education work/advisory group, SD Parent Connections, etc.)	<22%	<22%	<22%	<22%	≈45%
Area 7: Community Services	Providers of emergency services (e.g., Red Cross, state, federal or local agency responsible for large-scale emergency plans)	≈44%	<22%	<22%	<22%	≈36%
	Public Transportation	<22%	<22%	<22%	<22%	≈27%
Area 8A: Partnerships With Local Education Agencies	Educational activities, curricular objectives and instruction	<22%	≈23%	≈46%	≈33%	≈27%
	Selection priorities for eligible children served	<22%	<22%	≈27%	<22%	≈55%
	Information, dissemination and access for families contacting Head Start or other preschool program	<22%	<22%	<22%	<22%	≈36%
	Staff training, including opportunities for joint staff training	<22%	<22%	≈40%	<22%	≈27%
	Provision of services to meet needs of working parents, as applicable	<22%	<22%	≈27%	≈33%	≈27%
	Provision and use of facilities, transportation, etc.	<22%	<22%	≈27%	<22%	<22%
	Sharing and aligning School Readiness goals.	<22%	<22%	<22%	<22%	≈27%
Area 8B: Head Start Transition and Alignment with K-12	Relationship with Local Education Agencies (LEAs) regarding transition from Head Start to kindergarten	<22%	<22%	<22%	<22%	<22%

Table 27 Continued: Responses indicating No Working Relationship with agencies or organizations. Percentages reflect 22% or more of respondents.

Category	Provider/Organization	% 2010	% 2011	% 2012	% 2013	% 2014
Area 9: Head Start to Head Start Transition	Relationship with other Head Start Agencies regarding transition from Head Start to Head Start	<22%	<22%	<22%	<22%	<22%
Area 10: Professional Development	On-line courses/programs	<22%	≈25%	≈27%	≈42%	≈27%
	Non Head Start T & TA networks (regional, state, community)	≈22%	<22%	<22%	≈25%	<22%
	Relationship with Child Care Services Pathways for Professional Development Career Lattice System	- No Data	≈42%	<22%	≈42%	≈27%

Trends regarding level of involvement Head Start agencies have with providers/organizations

Respondents were asked to indicate the extent to which each task relating to key activity areas was difficult during the past 12 months (not at all difficult, somewhat difficult, difficult, or extremely difficult). There are several tasks across the key activity areas with at least 22% of the respondents indicating that the task has been difficult or extremely difficult (see Tables). The percent recorded in each activity area in the following tables is the combined percentage of difficult and extremely difficult categories. The percentages recorded reflect rounded percentages based on different survey response N per area (see Table 5).

Tables reflect differences in data from 2010, 2011, 2012 and 2013. Since different individuals and or programs may have answered the surveys no relationships may be assumed. Survey areas items that were not included in one or more of the years, 2010, 2011, 2012 or 2013, are identified with (-) and no data was available for that year. Those survey areas items that had fewer than 22% of the combined percentage of difficult and extremely difficult categories are identified with (<22%).

Table 28: Responses indicating extreme difficulty or difficulty accomplishing the task. Percentages reflect a combined percentage of ≈22% or greater for extremely difficult and difficult responses.

Area	Provider/Organization	Extremely Difficult/ Difficult Percentage				
		2010	2011	2012	2013	2014
Area 1: Health Care	Linking children to dental homes that serve young children	≈25%	≈28%	<22%	≈25%	<22%
	Assisting parents to communicate effectively with medical/dental providers	≈41%	<22%	<22%	≈41%	<22%

Table 28 Continued: Responses indicating extreme difficulty or difficulty accomplishing the task. Percentages reflect a combined percentage of ≈22% or greater for extremely difficult and difficult responses.

Area	Provider/Organization	Extremely Difficult/ Difficult Percentage				
		2010	2011	2012	2013	2014
Area 2: Services for Children Experiencing Homelessness	Engaging community partners, including the local McKinney-Vento Liaison, in conducting staff cross training and planning activities	≈55%	<22%	<22%	≈25%	<22%
	In coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness	≈44%	<22%	≈27%	<22%	≈27%
Area 3: Welfare/child Welfare	Establishing and implementing local interagency partnerships' agreements regarding family/child assistance services.	<22%	<22%	≈27%	≈25%	<22%
Area 4: Child Care	Establishing linkages/partnerships with child care providers	<22%	<22%	<22%	≈25%	≈45%
	Assisting families to access full-day, full year services	<22%	≈23%	≈27%	≈25%	≈36%
	Aligning policies and practices with other service providers	<22%	≈31%	≈27%	≈25%	<22%
	Sharing data/information on children that are jointly served (assessments, outcomes, etc.)	<22%	≈23%	≈27%	<22%	<22%
Area 5: Family Literacy Services	Recruiting families to Family Literacy Services	≈41%	≈30%	≈36%	≈25%	≈45%
	Educating others about the importance of family literacy	<22%	≈23%	<22%	<22%	<22%
	Establishing linkages/partnerships with key local level organizations/programs	≈33%	≈23%	<22%	≈25%	≈27%

Table 28 Continued: Responses indicating extreme difficulty or difficulty accomplishing the task. Percentages reflect a combined percentage of ≈22% or greater for extremely difficult and difficult responses.

Area	Provider/Organization	Extremely Difficult/ Difficult Percentage				
		2010	2011	2012	2013	2014
Area 6: Services for Children With Disabilities	Obtaining timely evaluations of children	<22%	<22%	<22%	≈32%	≈27%
	Having staff attend IEP/IFSP meetings	<22%	<22%	<22%	≈32%	<22%
Area 7: Community Services	Obtaining in-kind community services for the children/families in your program	<22%	≈23%	<22%	<22%	≈36%
	Providing Housing Assistance	<22%	≈23%	<22%	<22%	<22%
	Legal Services	<22%	≈23%	≈36%	≈59%	≈36%
	Public Transportation	<22%	<22%	≈27%	≈33%	<22%
Area 8A: Partnerships with Local Education Agencies	Difficulty with tasks involving partnership with local agencies was not assessed in this survey.	- No Data	- No Data	- No Data	- No Data	- No Data

NOTE: Category labels for Section 8A on the survey form differed from the instructions for that section. The discrepancy did not provide reliable responses for the survey report, which nullifies any interpretation.

Directions as per online survey:

8A.1. For each of the following items, please rate the level of difficulty you have had in the past, or may have as you coordinate activities with LEA's. Select one rating for each item.

Response Categories for as presented on the online survey.

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
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Table 28 Continued: Responses indicating extreme difficulty or difficulty accomplishing the task. Percentages reflect a combined percentage of ≈22% or greater for extremely difficult and difficult responses.

Area	Provider/Organization	Extremely Difficult/ Difficult Percentage				
		2010	2011	2012	2013	2014
Area 8B: Head Start Transition and Alignment with K-12	Coordinating with LEAs to implement systematic procedures for transferring Head Start program records to school	<22%	≈23%	<22%	<22%	<22%
	Establishing and implementing comprehensive transition policies and procedures with LEAs	<22%	≈23%	≈27%	≈25%	<22%
	Aligning LEA and Head Start curricula and assessments with Head Start Child Outcomes Framework (The Head Start Child Development and Early Learning Framework)	<22%	≈23%	<22%	≈25%	<22%
	Partnering with LEAs and parents to assist individual children/families to transition to school, including review of portfolio/records	<22%	≈42%	<22%	≈25%	<22%
	Coordinating transportation with LEAs	≈22%	≈34%	<22%	<22%	<22%
	Conducting joint outreach to parents and LEA to discuss needs of children entering kindergarten	<22%	≈33%	<22%	≈25%	<22%
	Establish policies and procedures with LEAs that support children's transition to school	<22%	≈41%	<22%	≈25%	<22%
	Exchanging information with LEAs on roles, resources and regulations	<22%	≈23%	<22%	≈25%	<22%
	Aligning curricula and assessment practices reflective of school readiness goals with LEAs	<22%	≈34%	<22%	≈25%	<22%
	Organizing and participating in joint training, including transition-related training for school staff and Head Start staff	<22%	≈34%	<22%	≈36%	<22%

Table 28 Continued: Responses indicating extreme difficulty or difficulty accomplishing the task. Percentages reflect a combined percentage of ≈22% or greater for extremely difficult and difficult responses.

Area	Provider/Organization	Extremely Difficult/ Difficult Percentage				
		2010	2011	2012	2013	2014
Area 9: Head Start to Head Start transition	Establishing and implementing comprehensive transition policies and procedures with other Head Start agencies	<22%	≈27%	<22%	<22%	<22%
Area 10: Professional Development	Accessing early childhood education degree programs in the community	≈22%	<22%	≈27%	≈25%	<22%
	Accessing scholarships and other financial support for professional development programs/activities	≈33%	≈34%	<22%	≈25%	≈27%
	Accessing on-line professional development opportunities (e.g., availability of equipment, internet connection, etc.)	≈22%	<22%	<22%	<22%	<22%

Trends within the key activity areas

Key Activity Area 1: Health Care

- The majority of respondents indicated that their South Dakota Head Start Regions have a working relationship with health care providers/organizations. Respondents did report an improved working relationship with nutrition services (e.g., cooperative extension programs, university projects on nutrition, Healthy South Dakota, etc.) over the past year. Survey of the Ronald McDonald Care Dental Services was not included in the 2014 survey. The S.D. Maternal, Infant & Early Childhood Home Visiting Program (MIECHV) (e.g., written MOU/MOA, referrals, services to same families) was a new 2014 survey question and respondents indicated little working relationship with the referenced agencies.
- The level of difficulty in accomplishing tasks related to Health Care has decreased over the past five years (p. 79).
- A respondent indicated there is some difficulty partnering with medical professionals to accomplish tasks. Other respondents indicated that through communication there was a good working relationship with medical service agencies (p 39).
- Lead screening continues to be a concern with parents hesitant about giving screening permission and appropriate testing by medical agencies. Outlying areas are difficult to manage blood screenings (p 38).
- Respondents report that rural areas pose transportation problems for patients and there is an absence of dental health professionals.
- A respondent indicated that some dental providers are not accepting new Medicaid patients.
- The frequency of meetings with WIC officials varies by program. The majority of respondents indicate a meeting with local WIC offices as frequently as needed (p 38)

- Responses identifying what is working well include, the use of the Dental Mobile, greater efforts made in communication between health agencies, the cooperation of IHS, and collaboration with staff and parents.

Key Activity Area 2: Services for Children Experiencing Homelessness

- Respondents of the 2014 survey indicated a decrease in the working relationship with organizations providing services for children experiencing homelessness. Between 2010 and 2012 the number of respondents reported that the no working relationship category had decreased, but during the 2013 and 2014 survey respondents reported an increase in the no working relationship category for School District Local McKinney Vento liaison and use of School District Title I use of funds for children experiencing homelessness. During this reporting period, 2014 the percentages for each of the survey items is the highest percentage reported between 2010 and 2014 (p. 80).
- The level of difficulty in accomplishing tasks related to Services for Children Experiencing Homelessness remains consistent over the past four years (p. 84).
- Some respondents indicated that contact and partnerships with agencies must be improved with the school district homeless liaisons. (p. 45).
- The limitations of services available in rural areas present difficulties for those respondents serving those areas (p. 46).
- Some school districts report that there are no homeless children in their district (p. 46).
- Some respondents indicate an improvement in serving children and families experiencing homelessness. (p. 46).
- Respondents report that Project Connect, extended families, collaboration with urban services and community agreements with housing departments are helping centers work with children and families experiencing homelessness (p. 46).

Key Activity Area 3: Welfare/Child Welfare

- There has been little change in no working relationship category regarding the working relationship with agencies providing for Employment & Training and Child Protection between survey reporting 2010 and 2014. There is a notable change between 2013 and 2014 in the category of no working relationship with Economic and Community Development Councils, which declined from ≈67% in 2013, to ≈45% in 2014 (p. 81).
- The level of difficulty in accomplishing tasks related to Welfare / Child Welfare has had little change between 2010 and 2014 showing minor fluctuations (p. 83).
- Respondents indicated a concern for lacking services in rural areas (p. 49).
- Respondents indicated success with the following efforts: funding for Homeless Prevention through home winterization and heating; agreements with DSS, and BIA Social Services; Financial Literacy classes; staff involvement in county child protection and domestic violence councils; and acting as a training site for job placement for TANF workers (p. 49).

Key Activity Area 4: Child Care Services

- Respondents indicated a decreased working relationship with the State agency for Child Care Services in S.D. Department of Social Services and Early Childhood Enrichment Centers. Respondents indicated a 20% decrease in working relationship with The State agency for Child Care Services in S.D. Department of Social Service during the past year and the least amount of working relationship, ≈45%, since survey data was collected in 2010 (p. 81).
- Respondents indicated more difficulty, ≈45%, establishing linkages/partnerships with child care providers and, ≈36%, assisting families to access full-day, full year services. The percentages reported were the highest since survey data was collected in 2010 (p. 81).
- Respondents indicated Head Start program collaborate with local Child Care programs through joint trainings and meetings with local child care programs (p. 52).
- Respondents indicated concern for a lack of infant/toddler care in rural areas (p. 53).

- Respondents report successful efforts in the following ways: Tribal daycare; local daycare distributes transition invites to the age eligible families; networking with other agencies, providers referring providers, working with licensing specialists at the state level; distribute lists of childcare providers to families who request them and include information on licensed providers in our resource directory and improved resource directory listing childcare providers (p. 53).

Key Activity Area 5: Family Literacy Services

- About 55% of respondents in the 2014 survey indicated that there is no working relationship with the Department of Education Title I, Part A Family Literacy. This is a slight increase from the previous year. The response rate for this item has remained consistently significant since the beginning of survey data collection, 2010 (p. 81).
- The lack of a working relationship related to Local School District Title I Coordinator has decreased since survey data collection for this item began in 2012 but still remains significant at about 36% (p. 81).
- Over 50% of respondents indicate that Employment and Training programs and Family Literacy Education services are at no working relationship or cooperation levels (p. 50).
- There was a significant increase of difficulty in accomplishing the task of recruiting families to Family Literacy Services, ≈45%. This represents a change from the 2013 report of ≈25% (p. 81).
- There was a range of respondents from all to very few families participating in Head Start program family literacy activities annually (p. 55).
- Respondents indicated the following concerns regarding family literacy services and resources: costs and funds to purchase materials; the need for more collaboration from state and local agencies; assisting parents who can not read; the need of family and community support for child literacy success; and low attendance at literacy events (p. 57).
- Respondents indicated the following efforts were successful: acquisition of books for the home through PBS and Kiwanis; agencies exchanging books; referrals to agencies and Head Start education managers who forward literacy information to our Head Start parents; Book Night events; and a partnership with Ready to Learn SDPB book project (p. 57).

Key Activity Area 6: Services for Children with Disabilities

- There was a significant increase in no working relationship, ≈45%, with Non-Head Start councils, committees or work groups that address policy/program issues regarding children with disabilities. The 2013 response was less than 22% (p. 81).
- The majority of respondents indicate that there is no significant difficulty with tasks completion involving agencies working with children with disabilities and their families (p. 85).
- Respondents indicated the following concerns: late notice provided for IFSP/IEP meetings; tribal schools being overwhelmed by numbers so timelines are an issue; the length of time from the referral to actually receiving services; dealing with behavior issues rather than priority issues; maintaining support for integrated classrooms - due to funding, staffing, program philosophies, beliefs, administration changes, and quality concerns; and receiving information, records and reports in a timely manner (p. 60).
- Respondents indicated the following efforts were successful: data tracking or Child Plus; Rapid City collaboration with Early Intervention; integrated Head Start classrooms, the Head Start and School District special education preschool programs; Head Start staff participation in child find screenings and the use of technology to receive reports and share information (p. 60).

Key Activity Area 7: Community Services

- Respondents indicate slight decrease in cooperation or coordination with agencies involved in community services, however this area has remained consistent between 2011 and 2013 (p. 82).
- Respondents indicated a slight increase, from less than 22% in 2013 to about 36% in 2014, in difficulty accomplishing the task of obtaining in-kind community services for children and families (p. 85).
- Accomplishing tasks related to legal services became less difficult, from about 59% in 2013 to about 36% in 2014. The percentage in 2014 reflected more closely the response percentage between 2010 and 2012 (p. 85).

- Response comments to this survey item included: Tribal Government provides some services and the local transportation agency sought feedback and worked together to arrive at transportation solutions in one community (p. 62).
- Respondents indicated the following concerns and difficulties in community services for the families (including military families): there are few military families; difficult to coordinate; fewer services in smaller rural communities; and public transportation is lacking (p. 62).
- Respondents indicated the following efforts were successful: utilizing Tribal Government services; sharing resources; strong staff commitment and support; and agencies support through connections with service providers (p. 63).

Key Activity Area 8A: Partnerships with Local Education Agencies

- The category labels for Section 8A on the survey form differed from the instructions for that section. The discrepancy did not provide reliable responses for the survey report, which nullifies any interpretation. If one reviews the response data on pages 63 – 64 and compares them with the trend data on page 81 it may be observed that there is little significant percentage change in responses between 2010 and 2014, with the exception of items selection priorities for eligible children served and information, dissemination and access for families contacting Head Start or other preschool programs. Interpretive value of survey section 8A resides in the open-ended responses of respondents.
- Training activities vary but it's noted that there are some LEAs that have no current training activities taking place (p. 64).
- Benefits of common training activities are noted by respondents as: keep LEAs on the same track with activity opportunities; learning about school district expectations and readiness goals and sharing of resources (p. 65).
- A respondent commented that his/her center does not have information from some school districts in our service area regarding expectations for kindergarten entry or qualifications for junior kindergarten (p. 65).
- Respondents indicated the following concerns: a need to work more closely with LEAs on achievement assessments and expectations and dealing with dual enrollment (p. 66).
- Respondents indicated the following efforts were successful: aiding transition through information sharing on IEPs, health, behaviors, and Child Development; collaboration with early intervention in the classrooms and meeting in person on a regular basis with district staff (p. 66).

Key Activity Area 8B: Head Start Transition and Alignment with K-12

- Respondents indicated that in the area of Head Start Transition and Alignment with K-12 there was coordination and collaboration between LEAs (p. 81).
- Respondents indicated there were no difficulties performing the tasks related to Head Start transition and alignment (p. 58).
- Respondents indicated the following concerns: more work on alignment is needed; parental involvement; coordinating different expectations of the various school districts; and no expectations for children for kindergarten entry from all districts (p. 70).
- Respondents indicated the following efforts were successful: working with kindergarten teachers; children visiting school several times before attending and Sharing Head Start school readiness goals with LEAs and parents.

Key Activity Area 9: Head Start to Head Start Transition

- The data history in this area, 2010 through 2014, continues to indicate a cooperative and collaborative relationship with other Head Start agencies (p. 81).
- The data history in this area, 2010 through 2014, continues to indicate no difficulty accomplishing tasks related to Head Start to Head Start transition (p. 87).
- Respondents commented that there was good cooperation between Head Start Programs and that there had been statewide information, but at the local level steps have not been taken to establish transition policies and procedures and align SR goals with each other's programs (p. 72).

- Respondents indicated the following concerns: acquiring records; working more closely with other Head Start programs; and differing agreement about what information can or cannot be shared (p. 72).
- Respondents indicated the following efforts were successful: Head Start agencies working together; sharing of schools; a working relationship with school districts; joint training; and formal and informal contact with staff from other programs (p. 72).

Key Activity Area 10: Professional Development

- The two areas that reported in 2013 having a significant increase in percentage of no working relationship, On-line courses/programs and Relationship with Child Care Services Pathways for Professional Development Career Lattice System are reported in 2014 as a return to previously reported percentages, of about or less than 27% (p. 82).
- Respondents indicate no significant difficulty achieving tasks related to Professional Development (p. 86).
- Respondents indicated the following concerns: need for more opportunities; being informed of opportunities offered to Tribal programs by the State Head Start; more funding for staff development and no regional college offering a ECE degree to complement and maintain quality of the on-line ECE degree (p. 76).
- Respondents indicated the following efforts were successful: Collaboration agreement with SGU, SGU/Head Start grant for teaching staff, Professional Development policy and plans and tracking system of staff academic status; training money available contingent on yearly training needs assessment; Right Turn holding CDA classes and using technology for professional development (p. 77).

Key Activity Area 11 Funding

- Respondents indicated a variety of supplementary government, and nonprofit funding (p. 77).
- Respondents indicated the following concerns: lack of adequate funding to cover the needs for services; sequestration, the instability of funding creates management issues recruiting and retaining qualified personnel (p. 78).
- Respondents indicated the following efforts were successful: CANS and Bureau of Indian Education and additional grant applications (p. 78).

Recommendations

- 1) With addition of assessing South Dakota Maternal, Infant & Early Childhood Home Visiting Program (MIECHV) in the 2014 survey, it is recommended that guidelines be developed to guide and consistently address this need.
- 2) Based on a comment that fewer physicians are accepting new Medicaid patients, it is recommended that data be collected regarding the changing landscape of health care, providers, services, costs and insurance coverage for children and families.
- 3) With the success of the Dental Mobile it is recommended that a similar approach be considered for lead screenings and other diagnostic services. Since transportation and lack of available services continues to be a problem for rural areas delivery of services might be viable.
- 4) It is recommended that a strategy be developed to investigate developing a consortium of health care organizations that would develop, fund and administer mobile health clinics for rural areas. This consortium may consist of not only governmental agencies, but also entities such as Avera and Sanford Health.
- 5) It is recommended that the South Dakota Head Start State Collaboration Office coordinate a teleconference between Head Start Programs to determine the cause of reduced working relationships with organizations providing service for children experiencing homelessness, specifically the School District Local McKinney Vento liaisons. An outcome of this teleconference is to develop a process to improve those working relationships.

- 6) Rural areas continue to have difficulties with providing adequate child care services. It is recommended that the South Dakota Governor's Office of Economic Development be consulted regarding the role child care has on the rural job force availability and subsequent economic development opportunities in rural communities. It is further recommended that child care services be approached from an economic development and value perspective.
- 7) For the third straight year, there has been a high percentage of respondents indicating that there is little working relationship with the Department of Education Title I, Part A Family Literacy. It is recommended that the South Dakota Head Start State Collaboration Office develop a simple log for centers to use for documentation of efforts made to collaborate with the Department of Education Title I and the resulting outcomes. This log should then be collected and reviewed by the South Dakota Head Start State Collaboration Office to determine actions to be taken to address the lack of collaboration between the Department of Education and Head Start centers.
- 8) It is recommended that the South Dakota Head Start State Collaboration Office survey the Head Start center directors to clarify which Non-Head Start councils, committees or work groups that address policy/program issues regarding children with disabilities are not collaborating with the centers. From that data a pattern may be determined so that strategies might be developed to improve the working relationships with those entities.
- 9) Based on frequent comments regarding varying child development and skills achievement expectations by school districts it is recommended that a template be developed for identifying specific "expectations" by school districts. It is suggested that assistance in development of this template be solicited from faculty of early childhood programs at the South Dakota state universities.
- 10) Based on survey responses there have been positive actions to improve the quality of service by Head Start personnel through programs and training. It is recommended that ongoing effort be made to provide staff with opportunities for continued development and collaboration. Activities for Head Start personnel should include face-to-face as well as teleconference meetings.

Conclusions

As the evaluator of the South Dakota Head Start State Collaboration Office Needs Assessment during the period of 2009 through 2014, it is my professional opinion that orchestrated progress has occurred by South Dakota Head Start Programs. The 2014 survey reported a lessening of collaboration in some areas. The overall trend however does not indicate a deterioration of those area service relationships. Where those changes occurred are identified areas that have been prone to yearly fluctuations. It is this evaluator's observation that contributing to those fluctuations are the greater skills of the respondents to assess and be more astute in their observation juxtaposed to their own personal heightened expectations. In short, the quality of the South Dakota Head Start program has improved commensurate with the quality of assessment of its personnel.

Some issues continue to be items for improvement, but ongoing results show progress. It is noted by this evaluator that the tone of respondents' comments has changed from that of issues being a cause for unaccomplished goals to that of issues being a challenge that are to be creatively overcome.

For the second year this evaluator has observed that there has been an increase in the collective efforts of Head Start programs in Region VIII and Region XI and that the responses of programs have reflected a mean of commonality rather than reflecting diversity of serviced populations. Based on data, both quantitative and narrative there appears to be a continued flow of information between all Head Start programs.

It is becoming more apparent that the leadership within the South Dakota Head Start State Collaboration Office has been instrumental in developing the goals and processes that have resulted in a concerted effort by all Head Start Programs in the State of South Dakota to serve children with effective professionalism. It is this evaluator's observation that South Dakota Head Start has become a finely tuned machine with all parts moving in unison.

APPENDIX TABLES AND SURVEY INSTRUMENT

Head Start State Needs Assessment Survey

Dear Directors,

The South Dakota Head Start State Collaboration office is required to conduct an annual assessment of the strengths and challenges of S.D. Head Start grantees. The information gathered by this year's Needs Assessment will be used to revise the HSSCO Strategic Plan from which the Collaboration Grant is written and to monitor areas of concern identified by previous Assessments. This year's Needs Assessment has been modified and as in past years, you may wish to access other staff members' input prior to completion of the survey online. I have attached the 2014 Needs Assessment which can be shared with pertinent staff to gather this needed information.

You will receive an email containing the link to complete the 2014 Needs Assessment online, via Survey Monkey from the contractor, Roger Wolff, on Monday, February 10th. Please complete the Needs Assessment by Friday, February 21st. If you have questions regarding the content of the Needs Assessment please contact me. If you have questions or difficulty in completing the survey or with Survey Monkey please contact Roger. More complete instructions will accompany the link to the Needs Assessment will be provided in Roger's email next Monday.

Your participation in this Needs Assessment process is essential to the focus and work of the Collaboration Office. Just as your Program's Annual Needs Assessment better prepares your staff to respond to the needs of the families you serve, this Needs Assessment assists me in efforts to represent the needs and issues facing Head Start grantees in all locations of South Dakota.

I thank you for your support of the South Dakota Collaboration Office and express my gratitude for your participation in the annual Needs Assessment survey.

Rayne L Dosch
Director
South Dakota Head Start State Collaboration Office
800 Governors Drive, Pierre, S.D. 57501
605-773-4640
605-773-6139 FAX
rayne.dosch@state.sd.us

Directions

Dear Respondents,

Thank you for taking the time to complete the 2013-2014 South Dakota Head Start Needs Assessment Survey. Your contributions are not only appreciated, but also essential for the continued quality of services provided to children in South Dakota.

Following are the:

Survey web address (click on the address): <http://www.surveymonkey.com/s/sdhs2013survey>

Survey password: sdhs2013needs

Directions:

Use the same computer to complete the survey.

It is suggested that if you leave the survey at any time you should note the page and last item answered so if you receive a blank survey form when you return, you will not have to answer the same items. When you click the "**next**" button (*see below*) your responses are saved by Survey Monkey and are not lost. Always click the "**next**" button or "**done**" button at the end of the survey to save your responses. The buttons are located at the bottom of each survey page.

If you click the "**back**" button on your browser, or close your browser, before clicking the "**next**" button, data entries for that page will be lost.

If you have any questions about entering data or the use of Survey Monkey please contact me.
Thank you.

Roger

Roger Wolff, South Dakota Head Start Survey Administrator
rogerwolff@vyn.midco.net
605-381-1982 (cell)

Head Start State Needs Assessment Survey

Introduction for Head Start Agencies

The Head Start Act (as amended December 12, 2007) requires the Head Start State Collaboration Offices (HSSCOs) conduct a needs assessment of Head Start grantees in the State (including Early Head Start grantees) in the areas of coordination, collaboration alignment of services, and alignment of curricula and assessments used in Head Start programs with the Head Start Child Outcomes Framework and, as appropriate, State Early Learning Standards

The Head Start Act also requires the HSSCOs to use the results of the needs assessment to develop a strategic plan outlining how they will assist and support Head Start grantees in meeting the requirements of the Head Start Act for coordination, collaboration, transition to elementary school and alignment with K-12 education. HSSCOs must annually update the needs assessment and strategic plan and make the results of the needs assessment available to the general public within the State.

The purpose of gathering this information is to identify your agency needs in specified areas and inform the activities of the annually revised strategic plan for the Head Start State Collaboration Office in your state.

This needs assessment survey questionnaire is organized around the ten national priority areas for the HSSCOs. These priority areas are: 1) Health Care Services; 2) Services for Children Experiencing Homelessness; 3) Welfare 4) Child Care Services; 5) Family Literacy; 6) Services for Children with Disabilities; 7) Community Services; 8) Education; 9) Child Welfare; and 10) Professional Development. In addition, sections are included to cover the areas of Head Start/Pre-K Partnership Development, Head Start transition and Alignment with K-12, and Funding.

The survey includes three parts for each of the content areas indicated above.

Introduction – Part 1

Part 1 asks you to rate the extent of your involvement with various service providers/organizations related to the content area. This part uses the following 4-point Likert scale and definitions to reflect your progress in relationship-building at this point in time:

No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/ agreements)	NA (not applicable)
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Introduction – Part 2

Part 2 asks you to indicate the level of difficulty your program has had engaging in each of a variety of activities and partnerships. A 4-point scale of difficulty is provided, ranging from “Not At All Difficult” to “Extremely Difficult,” as shown below. The purpose of this part is to assist you in identifying challenges you may be experiencing in building successful partnerships at the local and state levels to support the delivery of quality education and comprehensive services to your children and families.

Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	N/A
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Introduction – Part 3

Part 3 includes two open-ended questions at the end of each section of the survey instrument. The first will give you the opportunity to document any remaining concerns that were not covered in the survey. The second question gives you the opportunity to document what is working well in your program, and to indicate if any of these successful strategies/activities may be helpful to other programs.

The Head Start State Collaboration Director will aggregate the survey findings from all Head Start agencies in South Dakota and then compile a report. The report will reflect adjustments to the strategic plan and be forwarded to the Office of Head Start regional office. The report will be made available to you and to the general public.

Thank you for taking the time to reflect on the coordination and collaboration challenges and accomplishments in your program(s). The cumulative findings from this needs assessment survey will assist the Collaboration Director to support your program needs in the collaboration and systems development work in South Dakota. Our shared goal is to support and promote your success in serving South Dakota’s children and families.



HEAD START STATE NEEDS ASSESSMENT SURVEY

A. Date survey was completed: _____ 12-month time frame included (e.g., 9/1/11– 8/31/12): _____

B. Name and title of person(s) completing this survey:

Name	Title
1.	
2.	
3.	
4.	
5.	

C. Head Start Agency Information:

Name: _____ Phone: _____
Address: _____

D. Contact information for person responsible for this survey:

Name: _____ Title: _____
Address: _____

Phone: _____ Email: _____

Please complete this survey by Monday, April 22, 2013

If you have any questions about this survey, please contact:

Roger Wolff: rogerwolff@vyn.midco.net

- 1.1 Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
1.1.A. Medical home* providers					
1.1.B. Area or local agency(ies) providing mental health prevention and treatment services (i.e. Community Health Centers)					
1.1.C. WIC (Women, Infants Children)					
1.1.D. Other nutrition services (e.g., cooperative extension programs, university projects on nutrition, Healthy South Dakota, etc.)					
1.1.E. Public health services (CHN, IHS, Urban Indian Health, FQHC Community Health Clinic)					
1.1.F. Participates in Ronald McDonald Care Dental Services					

Note: "Medical and Dental Home" means comprehensive, coordinated care and not just access to a doctor or dentist, particularly for one-time exams.

1.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating* for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
1.2.A. Partnering with medical professionals on health-related issues (e.g., screening, safety, hygiene, etc.)					
1.2.B. Linking children to dental homes that serve young children					
1.2.C. Partnering with oral health professionals on oral-health related issues (e.g., hygiene, education, etc.)					
1.2.D. Assisting parents to communicate effectively with medical/dental providers					

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
1.2.E. Sharing data/information on children/families served jointly by Head Start and other agencies re: health care (e.g., lead screening, nutrition reports, home-visit reports, etc.)					

1.3. How often do agency staff members meet with local WIC offices (annually, 2 times, monthly, etc.)?	
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Comments:

1.4. Please describe any other issues or concerns you may have regarding health care for the children and families in your program.

1.5. What is working well in your efforts to address the health care needs of the children and families in your program? Which of these efforts do you think may be helpful to other programs?

2. SERVICES FOR CHILDREN EXPERIENCING HOMELESSNESS

2.1 Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
2.1.A. School District McKinney-Vento liaison					
2.1.B. Local agencies serving families experiencing homelessness					
2.1.C. School District Title I Director, if Title I funds are being used to support early care and education programs for children experiencing homelessness *					

2.2 Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
2.2.A. Aligning Head Start program definition of homelessness with McKinney-Vento Homeless Assistance Act					
2.2.B. Implementing policies and procedures to ensure that children experiencing homelessness are identified and prioritized for enrollment					
2.2.C. In coordination with LEA, developing and implementing family outreach and support efforts under McKinney-Vento and transition planning for children experiencing homelessness					

**Note: Title I funded preschool programs must follow the Head Start Performance Standards*

2.3. If the local Head Start program has contact with the school district homeless liaisons, please explain how and with what frequency.	
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Comments:

2.4. Please describe any other issues or concerns you may have regarding services for children and families in your program experiencing homelessness.

2.5. What is working well in your efforts to address the housing needs of the children and families in your program who are experiencing homelessness? Which of these efforts do you think may be helpful to other programs?

3. WELFARE/CHILD WELFARE

3.1. Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
3.1.A. Employment & Training and Labor services agencies					
3.1.B. Economic and Community Development Councils					
3.1.C. Child Welfare agency (Child Protection)					
3.1.D. Common Sense Parenting Classes offered by the Division of Child Protection Services in the S.D. Department of Social Services.					

3.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating* for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
3.2.A. Working together to target recruitment to families receiving TANF, Employment and Training, and related support services					
3.2.B. Implementing policies and procedures to ensure that children in the child welfare system are prioritized for enrollment					
3.2.C. Establishing and implementing local interagency partnerships agreements regarding family/child assistance services.					
3.2.D. Exchanging information on roles & resources with other service providers regarding family/child assistance services					
3.3. Does your Head Start program have direct contact with local Economic Development Councils? If yes, please explain how and frequency.					

Comments:

3.4. Please describe any other issues or concerns you may have regarding the welfare/child welfare (family/child assistance) needs of the children and families in your program.

3.5. What is working well in your efforts to address the welfare/child welfare (family/child assistance) needs of children and families in your program, which of these efforts do you think may be helpful to other programs?

4. CHILD CARE SERVICES

4.1. Using the definitions on page 2, please rate the **extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
4.1.A. State agency for Child Care Services					
4.1.B. Regional ECE (Early Childhood Enrichment) Centers					
4.1.C. Local child care programs for full-year, full-working day services					
4.1.C1. Center Base					
4.1.C2. Group/Family					
4.1.C3. In-Home (Regulated/Non-Regulated)					

4.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
4.2.A. Establishing linkages/partnerships with child care providers					
4.2.B. Assisting families to access full-day, full year services					
4.2.C. Aligning policies and practices with other service providers					
4.2.D. Sharing data/information on children that are jointly served (assessments, outcomes, etc.)					
4.2.E. Exchanging information on roles and resources with other providers/ organizations regarding child care and community needs assessment					

4.3. Does your Head Start have contracts with child care providers to provide full day / full year services? If yes how many children are served?	
4.4. Please describe any full day/full year services provided by your program.	
4.5. Does your Head Start program collaborate with local Child Care programs? If yes, please describe how you collaborate and the frequency of the collaboration events.	

Comments:

4.6. Please describe any other issues or concerns you may have regarding access to child care services and resources.

4.7. What is working well in your efforts to address the child care needs of the children and families in your program? Which of these efforts do you think may be helpful to other programs?

5. FAMILY LITERACY SERVICES

5.1. Using the definitions on page 2, please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
5.1.A. South Dakota Dept. of Ed Title I, Part A Family Literacy					
5.1.B. Employment and training programs					

5.1.C. Adult Literacy Education services					
5.1.D. Services to promote parent/child literacy interactions					
5.1.E. Parent education for family literacy programs/services (e.g. libraries)					
5.1.F. Providers of services for children and families who are English Language Learners (ELL)					
5.1.G. Local School District Title I Coordinator					
5.1.H. South Dakota Parent Involvement Conference					

5.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
5.2.A. Recruiting families to Family Literacy Services					
5.2.B. Educating others (e.g., parents, the community) about the importance of family literacy					
5.2.C. Establishing linkages/partnerships with key local literacy providers and/or organizations/programs (other than libraries)					

5.3. How many families participate in your Head Start program family literacy activities annually?	
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5.4. Describe local agencies/programs providing family literacy in your communities.	
5.5. How many family literacy events/activities does your program offer annually?	

Comments:

5.6. Please describe any other issues or concerns you may have regarding family literacy services and resources.

5.7. What is working well in your efforts to address the literacy needs of the families in your program? Which of these efforts do you think may be helpful to other programs?

6. SERVICES FOR CHILDREN WITH DISABILITIES

6.1. Using the definitions on page 2, please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Descriptions:

Part B/619 - The Preschool Grants Program, authorized under Section 619 of Part B of IDEA, was established in 1981 to provide grants to states to serve young children with disabilities, ages 3 through 5 years. Special education and related services can be provided under Section 619 of Part B of IDEA. Services may include, but are not limited to the following:

- Special instruction
- Development and implementation of IEPs
- Assistive technology devices and services
- Audiology
- Counseling services

Early identification and assessment
 Medical services for diagnosis or evaluation
 Occupational therapy
 Physical therapy
 Speech-language therapy

Section 504 - Section 504 is a federal statute that prohibits discrimination based upon a disability. Section 504 covers eligible children, employees, and other individuals with disabilities for accommodations that enable them to work or learn.

Part C - The state of South Dakota participates in a federal program called the Early Intervention Program for Infants and Toddlers with Disabilities (Part C). In South Dakota we call this program Birth to Three Connections. Parents, teachers and health care providers know that children with developmental delays are healthier and better learners when they receive early intervention services as early in their lives as possible. The state of South Dakota is committed to providing services to young children and their families.

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
6.1.A. Local Part B/619 providers					
6.1.B. Local Part C providers					
6.1.C. University/community college programs/services related to children with disabilities (e.g., USD Center for Disabilities/others)					

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
6.1.D. Non-Head Start councils, committees or work groups that address policy/program issues regarding children with disabilities (e.g., State /Local Interagency Coordinating Council, preschool special education work/advisory group, SD Parent Connections)					

6.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating* for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
6.2.A. Obtaining timely evaluations of children					
6.2.B. Having staff attend IEP or IFSP meetings					
6.2.C. Coordinating services with Part C providers					
6.2.D. Coordinating services with Part B/619 providers					
6.2.E. Sharing data/information on jointly served children (assessments, outcomes, etc.)					
6.2.F. Exchanging information on roles and resources with other providers/ organizations regarding services for children with disabilities and their families					

Comments:

6.3. Please describe any other issues or concerns you may have regarding services for children with disabilities and their families.

6.4. What is working well in your efforts to address the needs of children with disabilities in your program? Which of these efforts do you think may be helpful to other programs?

7. COMMUNITY SERVICES

7.1. Using the definitions on page 2, please rate the extent of your involvement with each of the following service providers/organizations during the past 12 months. Check one rating for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
7.1.A. Providers of emergency services for large-scale emergency plans					
7.1.B. Providing Food Assistance					
7.1.C. Providing Energy Assistance					
7.1.D. Providing Housing Assistance					
7.1.E. Community Action Agencies					
7.1.F. Public Transportation					

7.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating for each item*.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
7.2.A. Partnering with service providers on outreach activities for eligible families					
7.2.B. Obtaining in-kind community services for the children/families in your program					
7.2.C. Providing Food Assistance					
7.2.D. Providing Energy Assistance					
7.2.E. Providing Housing Assistance					
7.2.F. Providing Clothing Assistance					
7.2.G. Legal Services					
7.2.H. Public Transportation					

Comments:

7.3. Please describe any other issues or concerns you may have regarding community services for the families (**including military families**) in your program.

7.4. What is working well in your efforts to address the community services needs of the families **(including military families)** in your program? Which of these efforts do you think may be helpful to other programs?

8A. PARTNERSHIPS WITH LOCAL EDUCATION AGENCIES

8A.1. For each of the following items, please rate the level of difficulty *you have had in the past, or may have* as you coordinate activities with LEA's. Select *one rating* for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
8A.1.A. Educational activities, curricular objectives and instruction					
8A.1.B. Information, dissemination and access for families contacting Head Start or other preschool program					
8A.1.C. Selection priorities for eligible children served					
8A.1.D. Service areas					
8A.1.E. Staff training, including opportunities for joint staff training					
8A.1.F. Provision of services to meet needs of working parents, as applicable					
8A.1.G. Provision and use of facilities, transportation, etc.					
8A.1.H. Sharing and aligning readiness goals.					

8A.2.

Written Agreements With LEAs	
8A.2.A. How many school districts are in your service area?	
8A.2.B. How many agreements do you have with the school districts in your service area?	

8A.3.

Training Activities With LEAs	
8A.3.A. What current training activities are taking place with LEAs?	
8A.3.B. Are common training activities mutually beneficial? If so how?	

Comments:

8A.4. Please describe any other issues or concerns you may have regarding partnership development with Local Educational Agencies in your service areas.

8A.5. What is working well in your efforts to develop partnerships with Local Education Agencies managing pre-k programs in your service areas? Which of these efforts do you think may be helpful to other programs?

8B. HEAD START TRANSITION AND ALIGNMENT WITH K-12

8B.1. Using the definitions on page 2, please rate the **extent of your involvement** with local education agencies (LEAs) **during the past 12 months**. Check **one rating**.

*Note: If you have different relationships with different LEAs, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
8B.1.A. Relationship with Local Education Agencies (LEAs) regarding transition from Head Start to kindergarten					

8B.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select *one rating* for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
8B.2.A. Coordinating with LEAs to implement systematic procedures for transferring Head Start program records to school					
8B.2.B. Ongoing communication with LEAs to facilitate coordination of programs (including teachers, social workers, McKinney Vento liaisons, etc.)					
8B.2.C. Establishing and implementing comprehensive transition policies and procedures with LEAs					
8B.2.D. Linking LEA and Head Start services relating to language, numeracy and literacy					
8B.2.E. Aligning LEA and Head Start curricula and assessments with The Head Start Child Development and Early Learning Framework					
8B.2.F. Aligning Head Start curricula with South Dakota Early Learning Guidelines					
8B.2.G. Partnering with LEAs and parents to assist individual children/families to transition to school, including review of portfolio/records					
8B.2.H. Coordinating transportation with LEAs					

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
8B.2.I. Coordinating shared use of facilities with LEAs					

8B.2.J. Conducting joint outreach to parents and LEA to discuss needs of children entering kindergarten					
8B.2.K. Establish policies and procedures with LEAs that support children's transition to school					
8B.2.L. Exchanging information with LEAs on roles, resources and regulations					
8B.2.M. Aligning curricula and assessment practices reflective of school readiness goals with LEAs					
8B.2.N. Organizing and participating in joint training, including transition-related training for school staff and Head Start staff					

8B.3. How many referrals were made to LEAs, or other education programs by your H.S. program?	
8B.4. How many referrals were made by LEAs or other education programs to your local Head Start Program?	

Comments:

8B.5. Please describe any other issues or concerns you may have regarding Head Start transition and alignment with K-12 for the children and families in your program.

8B.6. In your efforts to address the education/Head Start transition to school needs of the children and families in your program, what is working well? Which of these efforts do you think may be helpful to other programs?

9. HEAD START TO HEAD START TRANSITION

- 9.1. Using the definitions on page 2, please rate the **extent of your involvement** with other Head Start agencies **during the past 12 months**. Check **one rating**.

*Note: If you have different relationships with different Head Start agencies, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	N/A
9.1.A. Relationship with other Head Start Agencies regarding transition from Head Start to Head Start					

- 9.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
9.2.A. Ongoing communication with other Head Start agencies to facilitate coordination of programs					
9.2.B. Establishing and implementing comprehensive transition policies and procedures with other Head Start agencies					
9.2.C. Aligning Head Start agencies, Head Start curricula and assessments with The Head Start Child Development and Early Learning Framework and School Readiness Goals					
9.2.D. Partnering with other Head Start agencies and parents to assist individual children/families to transition to another Head Start program, including review of portfolio/records					
9.2.E. Coordinating shared use of facilities with other Head Start agencies					

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	N/A
9.2.F. Coordinating with other Head Start agencies regarding support services for children and families					
9.2.G. Exchanging information with other Head Start agencies on roles, resources and regulations					
9.2.H. Organizing and participating in joint training, including transition-related training for staff and other Head Start staff					

Comments:

9.3. Please describe any other issues or concerns you may have regarding Head Start transition and alignment with other Head Start programs for the children and families in your program.

9.4. In your efforts to address Head Start to other Head Start transition needs of the children and families in your program, what is working well? Which of these efforts do you think may be helpful to other programs?

10. PROFESSIONAL DEVELOPMENT

10.1. Using the definitions on page 2, please **rate the extent of your involvement** with each of the following service providers/organizations **during the past 12 months**. Check **one rating** for each.

*Note: If you have different relationships with different providers/organizations in a category, check the option that **best describes** your relationship with **most** of them.*

Category	No Working Relationship (little/no contact)	Cooperation (exchange info/referrals)	Coordination (work together)	Collaboration (share resources/agreements)	NA
10.1.A. Institutions of Higher Education (4 year)					

10.1.B. Institutions of Higher Education (less than 4 year, e.g., community colleges)					
10.1.C. On-line courses/programs					
10.1.D. Child Care Resource & Referral Network, ECE					
10.1.E. Head Start T & TA Network					
10.1.F. Non Head Start T & TA networks (regional, state, community)					
10.1.G. Service providers/organizations offering relevant training/TA cross-training opportunities					
10.1.H. Relationship with Child Care Services Pathways for Professional Development Career Lattice System.					

10.2. Please indicate the **extent to which each of the following was difficult** during the past 12 months. Select **one rating** for each item.

Area	Not at All Difficult	Somewhat Difficult	Difficult	Extremely Difficult	NA
10.2.A. Transferring credits between public institutions of learning					
10.2.B. Accessing early childhood education degree programs in the community					
10.2.C. Accessing scholarships and other financial support for professional development programs/activities					
10.2.D. Accessing on-line professional development opportunities (e.g., availability of equipment, internet connection, etc.)					
10.2.E. Accessing CDA (Child Development Association) programs					
10.2.F. Ability to access South Dakota DOE Teacher Certification and Accreditation System					

10.3. How many of your education staff need training for each of the following qualifications?

CDA - _____

AA - _____

Baccalaureate or advanced Degree in Early Childhood Education - _____

Have a Baccalaureate or advanced degree, but need coursework equivalent to a major relating to early childhood education _____

10.4. Please describe your training needs or problems for teachers in regard to meeting the new staff qualifications?

CDA - _____

AA - _____

4-Year Degree - _____

Other (Be Specific) - _____

10.5. Please describe your training needs or problems for educational assistants in regard to meeting the new staff qualifications?

CDA - _____

AA - _____

4-Year Degree - _____

Other (Be Specific) - _____

Comments:

10.6. Please describe any other issues or concerns you may have regarding professional development activities and resources.

10.7. What is working well in your efforts to address the professional development needs of your staff? Which of these efforts do you think may be helpful to other programs?

11. FUNDING

11.1. What additional funding is used to provide direct services to enrolled children and families (examples – grants food programs, etc.)?

11.2. What is the number of children / parents served with funds other than Head Start Grand monies (please explain)?

11.3. What is the average number on the waiting list for your Head Start program?

11.4. Please describe any other issues or concerns you may have regarding funding.

10.5. What is working well in your efforts to address the funding of your program? Which of these efforts do you think may be helpful to other programs?

Address to the survey: <http://www.surveymonkey.com/s/sdhs2013survey>

Password: sdhs2013needs